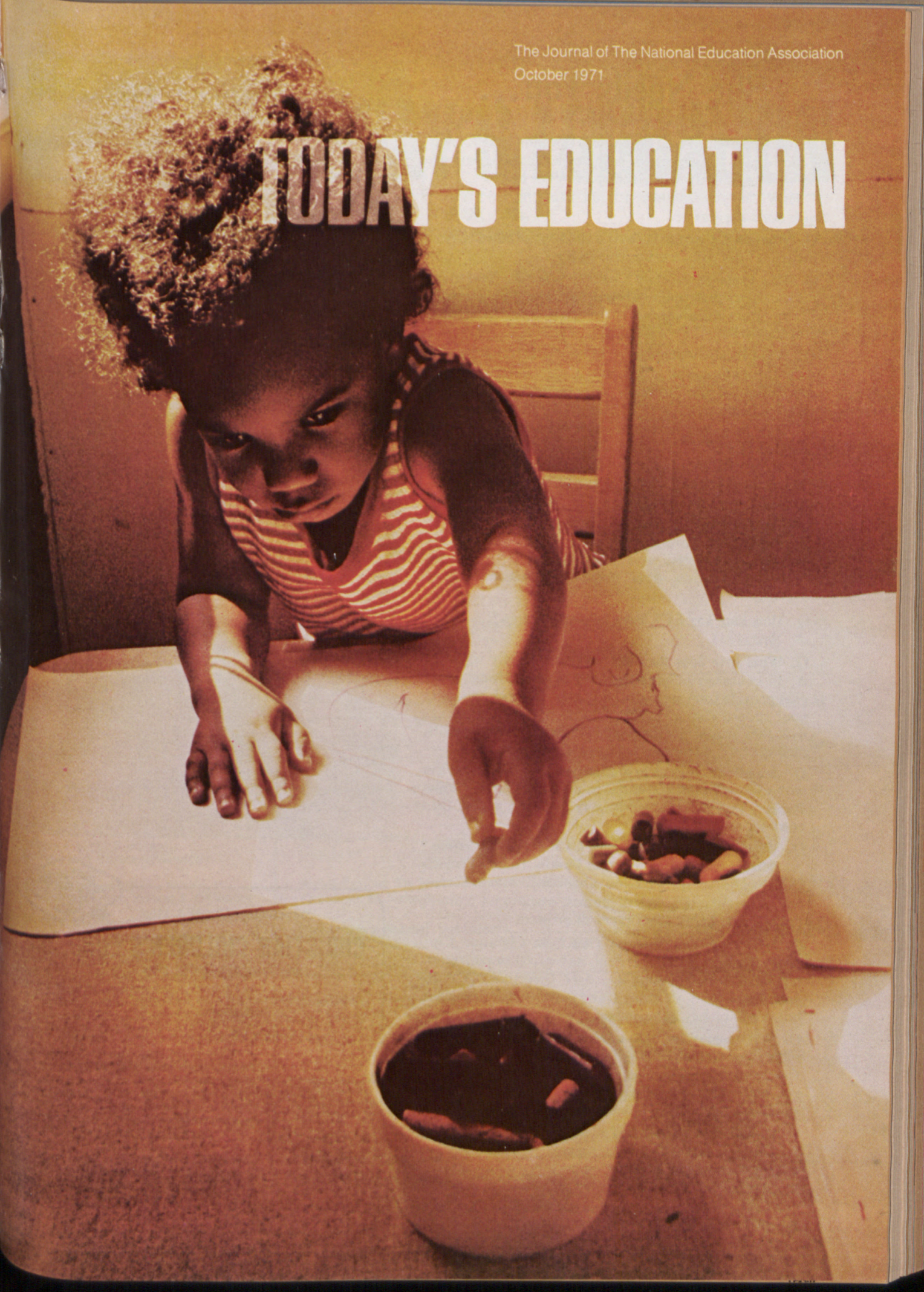
The Journal of The National Education Association
October 1971

TODAY'S EDUCATION



She Needs You...

She needs you to love her. Little Lin Tai has just been abandoned at our Pine Hill Babies Home in Hong Kong. Police doubt her parents or relatives will ever be found. So we must find an American sponsor for her.

How can you sponsor a child like Lin Tai? Your questions answered:

Q. What does it cost to sponsor a child? A. Only $12 per month. (Your gifts are tax deductible.)

Q. May I choose the child I wish to help? A. You may indicate your preference of boy or girl, age, and country. Many sponsors allow us to select a child from our emergency list.

Q. Will I receive a photograph of my child? A. Yes, and with the photograph will come a case history plus a description of the Home or project where your child receives help.

Q. How long does it take before I learn about the child assigned to me? A. You will receive your personal sponsor folder in about two weeks, giving you complete information about the child you will be helping.

Q. May I write to my child? A. Yes. In fact, your child will write to you a few weeks after you become a sponsor. Your letters are translated by one of our workers overseas. You receive your child's original letter, plus an English translation, direct from the home or project overseas.

Q. How long has CCF been helping children?
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Q. What help does the child receive from my support? A. In countries of great poverty, such as India, your gifts provide total support for a child. In other countries your sponsorship gives the children benefits that otherwise they would not receive, such as diet supplements, medical care, adequate clothing, school supplies.

Q. Are all the children in orphanages? A. No, some live with widowed mothers, and through CCF Family Helper Projects they are enabled to stay at home, rather than enter an orphanage.

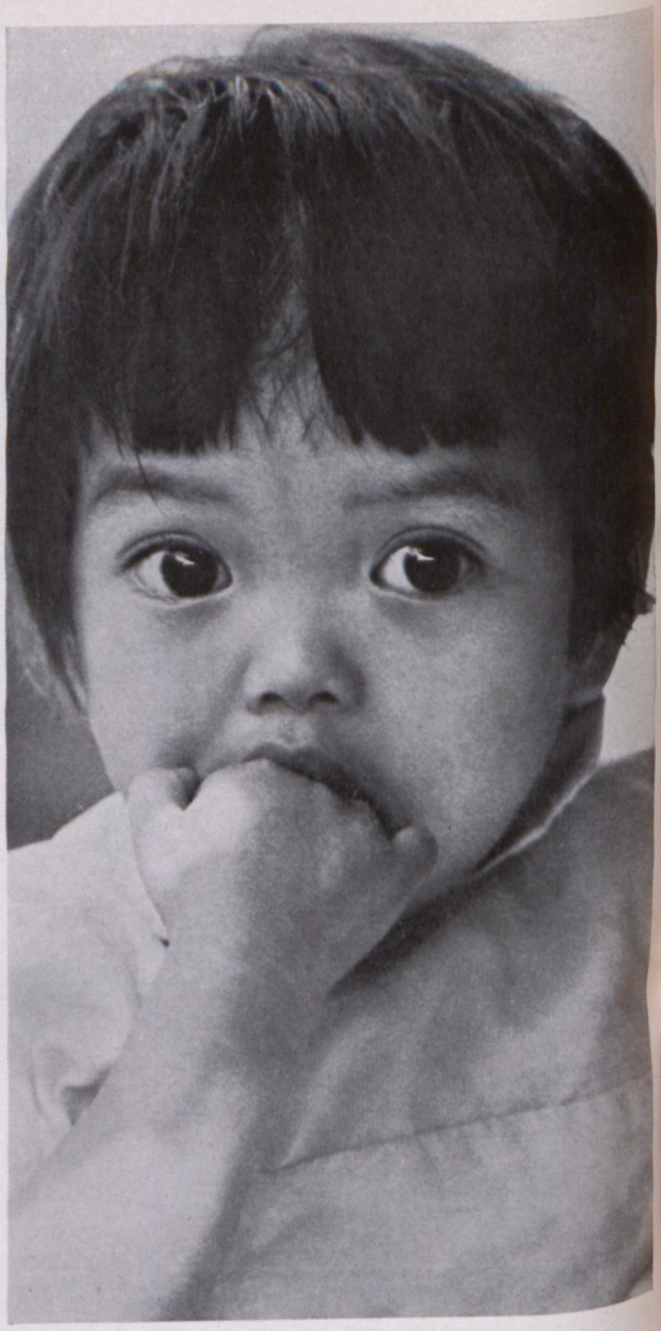
Q. What type of projects does CCF support overseas? A. Besides the orphanages and Family Helper Projects CCF has homes for the blind, abandoned babies homes, day care nurseries, health homes, vocational training centers, and many other types of projects.

Q. Who owns and operates CCF? A. Christian Children's Fund is an independent, non-profit organization, regulated by a national Board of Directors. CCF cooperates with both church and government agencies, but is completely independent.

Q. Who supervises the work overseas? A. Regional offices are staffed with both Americans and nationals. Caseworkers, orphanage superintendents, housemothers, and other personnel must meet high professional standards—plus have a deep love for children.

Q. How do you keep track of all the children and sponsors? A. Through our IBM data processing equipment, we maintain complete information on every child receiving assistance and the sponsor who provides the gifts.

Children on our emergency list this month live in India, Brazil, Taiwan (Formosa) and Hong Kong.



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TODAY'S EDUCATION

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NEWS AND TRENDS

NEA Task Force To Probe Utilization of Teachers

The NEA Executive Committee has set up an NEA task force to study utilization of professional personnel. The task force will develop programs and strategy for dealing with the long-term problems relating to teacher supply, job security, and school quality.

In contrast to the rapid growth observed during each of the past 15 years, the next 10 years will have stability and decline in school enrollments. Public elementary and secondary school enrollments rose 8.8 percent, from 42.2 million in 1965 to 45.9 million in 1970. By contrast, projections for the 1970-75 period indicate a small decrease from the 1970 level, with 45.6 million expected to be enrolled in 1975.

A record number of teacher education majors graduated in 1971—305,700. The NEA Research Division estimates that at present rates of enrollment in teacher preparation programs, the 1975 graduating class will contain 355,000 teacher education graduates; the 1979 class, 412,000. An excess of 103,800 beginning teachers in 1971 above those actually employed will be followed by larger surpluses in succeeding years if the present trend continues.

If school improvements were made immediately to bring the quality of education to desirable minimum standards, the surpluses would not exist at this time, the NEA Research Division noted. For the first time in many years, the supply of qualified teachers is sufficient to allow immediate achievement of needed school improvements, the Division added. Immediate improvement of school quality would benefit children and at the same time reduce the impact of rapidly increasing unemployment among qualified teachers.

Head Start Sets Fees for Nonpoor Families

Beginning September 1, nonpoor families who enrolled their children in Head Start programs had to pay fees. (The new regulation did not apply to the nonpoor children enrolled as of September 1.) The fees are low and on a sliding scale, officials say, so as not to discourage low-income families who are not "poor" by Head Start standards from signing up their children. The ratio of 90 percent poor children to 10 percent nonpoor is retained under the new guideline.

Over Million College Degrees Granted in One Year

For the first time in American history, more than one million persons received college degrees in a single year. According to the U.S. Office of Education, 1,072,581 bachelor and higher degrees were granted in the one-year period ending June 30, 1970. This is a 50 percent increase over the numbers of degrees awarded in the year ending June 30, 1966.

The percentage of women earning degrees increased 58 percent from 1965-66 to 1969-70; the number of men, 45 percent. Men continued to earn more total degrees, however—638,987 to 433,594 earned by women.

17-Year-Old Named to Newark School Board

A 17-year-old Newark, New Jersey, student has become the first youth to serve as a full-fledged voting member of a board of education. Although several boards of education across the country have students as ex officio nonvoting advisers, young Lawrence Hamm of Newark is the first to take a regular board seat.

Although Hamm's appointment may be challenged in the courts because he is not of voting age, New Jersey law does not specify an age for board members. The National School Boards Association reports that only a few states insist on a minimum age—usually 24 to 30.

Many Students May Vote in College Towns

College towns may find their voting rolls expanded by the addition of the names of thousands of newly enfranchised 18- to 20-year-olds. In the District of Columbia and in at least 14 states—Alaska, California, Colorado, Florida, Georgia, Louisiana, Massachusetts, Michigan, Nebraska, North Dakota, Oklahoma, Vermont, Washington, and Wisconsin—students may vote in their college towns if they meet local registration requirements.

Survey Draws Picture of Superintendent

The "typical" school superintendent is male, in his late forties, grew up in a small town or rural area, and likes his job. He is not highly mobile, and when he does move, he rarely goes outside his home state. These statistics are revealed by the latest survey of the superintendency made by the American Association of School Administrators.

The superintendent is not likely to have been a physical education teacher, the survey shows. He has a master's degree (a doctorate if he is in a big city) and he makes over $17,000 a year.

Paint on Pencils May Be Unsafe

Checks on the paints used on wood-cased pencils suggest that unsafe lead levels may exist in more than 40 percent of them. Although industrial standards specify that no more than 1 percent of lead be used in any paint on an item that a child might chew, one survey of pencils has revealed levels as high as 11.2 percent. Another study in New York City showed levels as high as 30 percent. (The writing material in pencils is not lead at all, but graphite.)

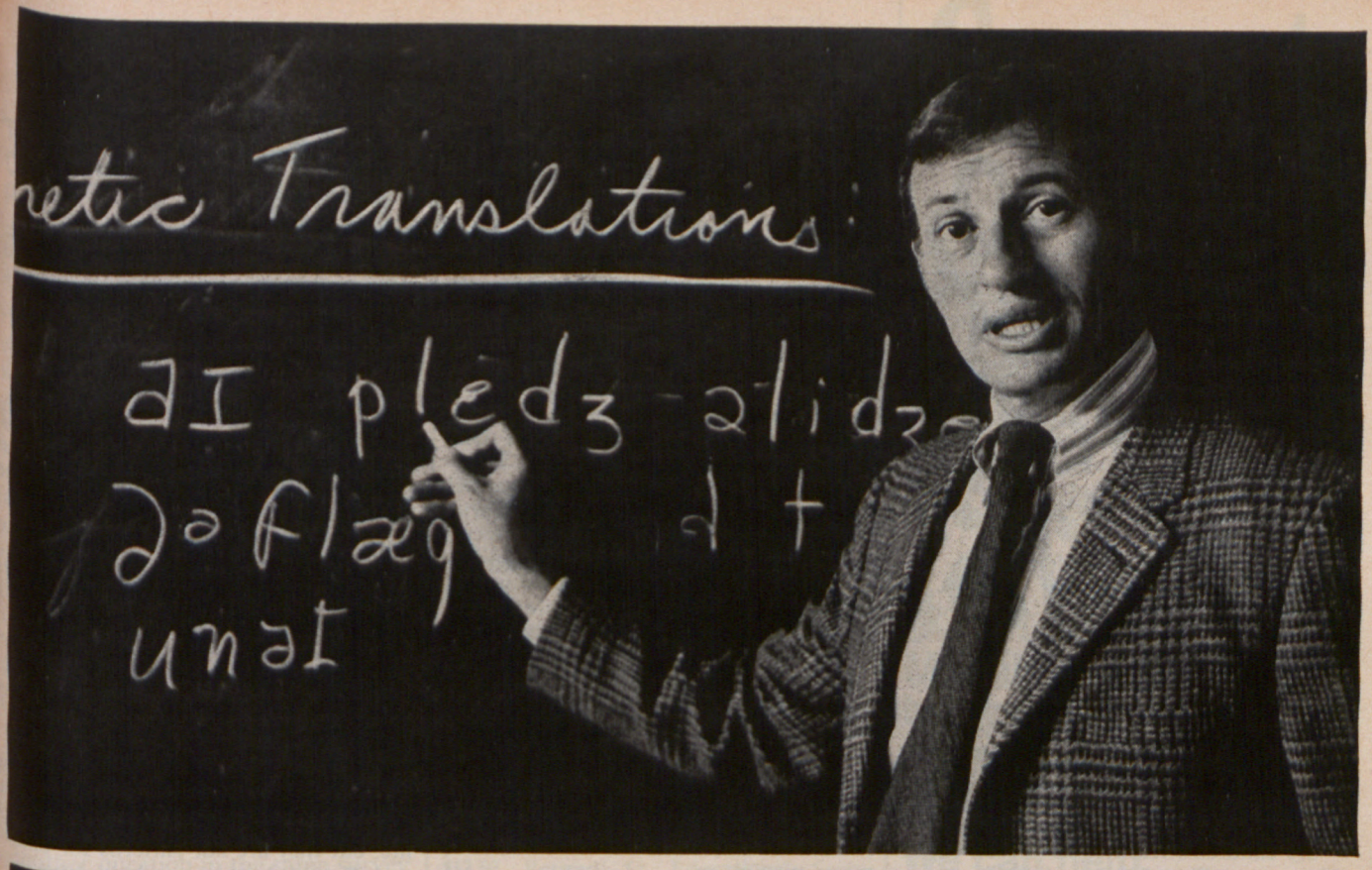
A spokesman for the firms that produce most U.S.-made pencils is confident that no pencils produced by these firms since June 1971 have lacquers containing more than 1 percent lead. In addition, the federal Food and Drug Administration is proposing that the 1 percent limit be incorporated into its regulations.

Children's Use of Drugs Keyed to Parents' Habits

Three recent studies in the United States and Canada suggest that children are more likely to use illicit drugs if their parents are users of tranquilizers or stimulant medications. The studies, covering more than 25,000 students, mostly of high school age, were made in California, New Jersey, and Ontario.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the NEA Reporter, sent to every NEA member.



THROB STORY

"As a teacher I was doing well. But my legs were flunking."

By Jim Morgan as told to Joel Harrison.

Teaching from 8:30 till 3:30 taught me one important lesson. That if I didn't do something about how my legs felt by the end of the day, I'd have to do a lot of teaching from behind the desk. In a sitting position.

I'm still a young man, but my poor legs were ready to surrender.

When I told some of the other teachers how the legs felt during a lunch break one day, a few of them blurted out the same thing.

Supp-hose socks.

Naturally, I picked up a pair and tried them.

What a big difference they make. My legs actually feel fresh. Supp-hose socks have a patented two-way rib that makes tired legs feel really terrific. Gives them all the support they need.

If you ask me, and if you'll pardon the pun, Supp-hose socks are in a class all by themselves.

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Understanding Mobile Children

Because the great work of the NEA is a matter of public record, I am turning to you with a problem that is becoming more prevalent.

Our family is mobile because of my husband's profession. We have found that this one fact often determines the unenthusiastic way that teachers receive our children and teach them. Similarly, my husband and I are treated with indifference by administration and faculty.

My children's teachers have been capable persons. They simply feel that they are accountable only to the "stable" residents of the community.

—Name withheld on request.

School Tickets for Senior Citizens

A recent news item told about a school district which gives senior citizens season tickets entitling them to free admission to all nontournament athletic events in the area's high schools.

Passes are good for home football, basketball, gymnastics, swimming, and wrestling events.

This program not only helps senior citizens who might otherwise be unable to afford such activities, but it is also a good way to develop rapport between students and senior citizens, which should be encouraged!

—D. J. Ruse, *San Francisco.*

Love Is the Zest of Life

"Love Project" (September) should be mandatory reading for every teacher, especially the inner-city school teacher. Miss Lorrance describes quite frankly conditions that exist in many minority schools.

Her account of the Love Project demonstrates an understanding of human beings through awareness, trust, and respect.

The anthropologist, Ashley Montagu, in his book *The Direction of Human Development* says "no child can be spoiled by real love, while few if any human problems cannot be efficiently solved by its application."

Even though there was skepticism on the part of many, this astute, sincere teacher proved Montagu's point that love is a vital element. It is the one thing which makes a person or a society healthy.

—Lois Tinson, *reading specialist, Bursch School, Baldwin Park, California.*

Poster Contest on Environment

A children's poster contest on the subject of protecting our environment is being conducted by *Woman's Day* magazine. With the theme, "How To Save the World for Me," the contest is designed to focus the children's thoughts on the problems of the world around them and to utilize and reward their fresh insights concerning these problems. Prizes will be awarded to winning students and their teachers.

The complete contest rules and entry form appear in the August and September issues of *Woman's Day* magazine. The official deadline for entries in the competition is October 15, 1971.

—Geraldine Rhoads, *editor,* Woman's Day, *New York.*

Resolutions Re War

Delegates at the 1971 NEA Convention adopted the following resolution (71-42): "The National Education Association condemns the continuance of American military involvement in Southeast Asia and supports legislation for the complete withdrawal of American forces."

I introduced this resolution at the Convention because I believe we are—or should be—educating our children to help construct a more humane and responsible world, not to participate in a senseless war.

I also believe that in adopting the resolution the NEA has gone on record that it has both the right and the obligation of a professional organization to make statements about government policies which involve and affect all Americans, such as the conduct of war.

Hopefully, other professional organizations will decide that they have both the same right and obligation.

—William F. Breisch, *fifth grade teacher, Winnequah School, Monona, Wisconsin.*

Teacher Dress

During the past year or two, teachers in my district have begun to wear rather informal attire. I find that teachers' standing in the eyes of students has improved as a result of this. When the men teachers began growing beards and moustaches and leaving off their neckties on hot days and the women began wearing pants suits and mod clothes, the kids seemed to feel that teachers were trying to relate to them in a positive way.

I see no reason whatsoever to have a student or a teacher dress code.

—Richard Douglas, *social science teacher, Eisenhower High School, Saginaw Township, Michigan.*

◆ *The above is one of many comments made by delegates to the NEA Convention in Detroit on the subject of teacher dress. The editors welcome additional comments on the subject—especially from students—for possible use in a future issue of* Today's Education.

Heroes Without Haloes

At least one teacher asked his students to respond to the claim that "Youth's Heroes Have No Haloes" (February). These letters were sent to us last spring by students in Alton C. Grobbel's class in senior English at Center Line (Michigan) High School.

My heroes, nonheroes, and antiheroes (yes, I do have heroes) are alive and well. They represent society and OUR way of life, but they are not patterns for emulation. Youth's heroes are admired for their accomplishments, not for their life-style.

America is not going down the drain because youth have no heroes, for they do. Maybe America is going down the drain because adults will not accept the rapid change in youth's attitudes and morals today. Blaming the downfall of our country on the absence of youth's heroes is a cop-out.

—Katherine Adams, *freshman, Reed College, Portland, Oregon.*

The young people of America have many ideas and dreams for the future, but unfortunately these ideas are sometimes expressed in the wrong ways—by riots and protest marches. This type of action is unacceptable in our society. Yet, aren't the protests a sign that many young people are thinking about the conditions in our country and are trying to change them instead of just accepting these conditions as many past generations have done?

American youth of today *are* thinking and using their imaginations. They *do* have time for daydreaming. Their imaginations are *not dead.* This is obvious in the new forms of art, music, literature, dance, and education they have developed. American youth have also started to become active in politics; they are interested in dealing with pollution.

America must change. So why not develop and use the ideas of today's youth? These ideas which youth have dreamed up cannot hurt this country any more than some of the ideas which past generations have put into action.

—Julie Lamb, *freshman, Michigan State University, East Lansing.*

TEACHER OPINION POLL

Drugs

☐ Eight in 10 public school teachers oppose liberalizing laws on the sale and use of marijuana. Six in 10 say they are *strongly* opposed.

These findings come from a recent Teacher Opinion Poll which asked a nationwide sample of classroom teachers the following question: "Do you favor or oppose the liberalization of present laws concerning the sale and use of marijuana?"

Responses were as follows:

	Sale	Use
Strongly favor	5.2%	5.6%
Tend to favor	12.0	12.5
Tend to oppose	16.1	17.3
Strongly oppose	63.3	61.1
No opinion	3.3	3.5

Analysis of responses shows no significant difference between the opinions of elementary and secondary teachers.

Another question in the same survey asked teachers about the use of drugs by their pupils: "Do you have personal knowledge of the use of narcotics by pupils in your school this year?" Those who answered "Yes" were asked to indicate whether the use of narcotics by pupils was "a major problem," "a minor problem," or "not a problem" in their schools.

Responses to this question, also asked in the 1970 Teacher Opinion Poll, show a slight but statistically significant increase over last year. The percentage of secondary teachers reporting that use of drugs is either a major or a minor problem in their schools has increased from 33 to 38 percent in the past year.

Knowledge of drug usage	All teachers		Secondary teachers	
	1970	1971	1970	1971
Yes, major problem	3.2%	4.4%	5.9%	8.7%
Yes, minor problem	15.1	16.7	27.1	29.2
Yes, not a problem	4.5	4.5	7.6	5.6
Yes, degree of problem not indicated	0.3	0.2	0.5	0.2
Total Yes	23.1	25.8	41.1	43.7
Total No	76.8	74.3	58.9	56.3

Higher percentages of urban and suburban (27 and 30 percent respectively) than of rural teachers (19 percent) report knowledge of drug usage by pupils in their schools. The percentage of urban teachers indicating that they know of drug usage by pupils has increased during the past year (from 22 to 27 percent).

—*NEA Research Division.*

FOR YOUR INFORMATION

Donald E. Morrison, NEA President; Sam M. Lambert, Executive Secretary; John D. Sullivan, Assistant Executive Secretary for Communications and Public Relations, and Publisher of *Today's Education* (NEA Journal).

NEA headquarters: 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 833-4000.

1972 Convention: June 25-30, Atlantic City.

American Education Week—October 24-30, 1971. Theme: Help Schools Bridge the Gap.

NEA membership, May 31, 1971: 1,103,485.

NEA officers and headquarters staff: *NEA Handbook*, 1971-72, which will be available in October 1971.

NEA resolutions: Write for free copy.

NEA units: *Handbook*, 1971-72.

NEA departments, national affiliates, and associated organizations: *Handbook*, 1971-72.

NEA memberships and annual dues: Active, $25. Associate, $25. Life or Associate Life, $500 in one payment or $55 a year for 10 consecutive years. Reserve, $12.50. Retired, $2. Educational Secretary, $10. Auxiliary Personnel, $10. Student NEA, $2 through Student NEA Chapters only.

World Confederation of Organizations of the Teaching Profession: Information free from WCOTP/CMOPE, 5 Chemin du Moulin, 1110 Morges, Vd. Switzerland. See *Handbook*, 1971-72.

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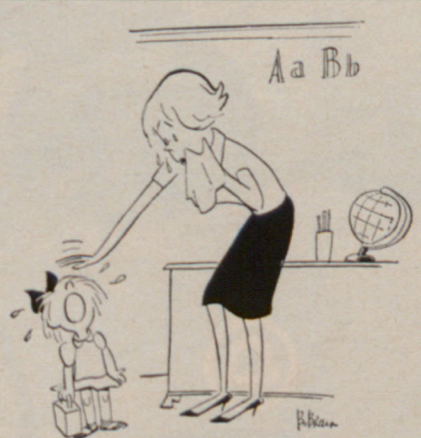

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If a child can't go to school,
maybe the school can come to her.

A child who gets ill, or has an accident, can miss weeks or months of school. Since visiting-teacher programs cannot match the hours of instruction provided in classrooms, homebound students often fall behind.

Now there is a special telephone system to help children keep up with their studies, while they recover.

It's called Tele-Class. It's being used in a number of cities.

In Oakland, California, for example, all the child needs is a telephone, a headset, the right textbooks, and a specially trained teacher like Molly Steele.

Mrs. Steele used to teach regular elementary school. But now she has a class of ten children. Some ill at home, some in the hospital.

She assembles her class by telephone. She can talk with all the children, and they can talk among themselves.

But at the touch of a button, Mrs. Steele can talk with any student privately. She can also divide the class up into discussion groups. So the children get a classroom atmosphere complete with the give-and-take of discussions and the stimulation of question-and-answer sessions.

They also get 20 hours a week of education they probably would have missed before.

The American Telephone and Telegraph Company and your local Bell Company are continually looking for new ways to make the telephone serve you.

One way is to help a child who can't go to school, go to school.

HOME VISITATION AND PARENT INVOLVEMENT

□ **Since an unfavorable home environment** hinders a child's progress at school, there is a great need to help parents of disadvantaged boys and girls become aware of the requirements for success at school and to encourage their involvement in their children's educational progress. Improved communication between home and school is imperative if we are to meet these goals. By working together, parents and teachers can enhance a child's likelihood for success in his school experiences.

Years ago, home visitation was an important part of the teacher's working schedule. Today, however, many teachers make home visits only when a child has become a serious problem. This change in practice seems to have widened the gap between the parents and the teachers of educationally disadvantaged children.

During the school year 1969-70, two schools in Escambia County, Florida, that have large numbers of educationally disadvantaged children decided their students would benefit if the parents were involved in the learning process. The Goulding and Hallmark Elementary Schools therefore initiated a home visitation program, funded through Title I of the Elementary and Secondary Education Act.

The program ran for 10 months, during which time teachers (who were paid for the time spent) made three visits to the home of each child in their class. They gathered impressions of the physical appearance, emotional atmosphere and family structure of the homes and worked to establish friendly rapport with parents.

The results were so good that teachers recommended eventual expansion of the program through all the elementary and middle schools in Escambia County. As a result, a pilot project was begun during the summer of 1970 in which 22 schools with extended year programs incorporated home visitation in their curriculums.

This program began with in-service training in interviewing parents. A team of highly specialized professionals—including the community relations consultant, a visiting teacher, a counselor, a psychologist, a child development specialist, and the principal of a Title I school—assisted with this training.

As they visited various homes, teachers frequently discovered the reasons for a child's poor performance at school. The problems often required solutions by agencies outside the school system. Teachers found themselves making referrals to the Florida State Employment Office, the Division of Family Services, the Escambia County Health Department, the Florida Vocational Rehabilitation agency, and others.

How did participants feel about the summer program? One teacher summed up the general consensus this way:

"Home visitation was one of the highlights of the summer. It provided insight into the problems children bring to school with them every day. I was delighted to meet parents and guardians and share the children's accomplishments with them. I have a whole new perspective on the problems caused by economic and cultural deprivation. I definitely feel this helped to establish a better relationship for the coming school year."

Although home visitation is meaningful in terms of establishing a good relationship with parents, it is just one step toward parent involvement. The final phase is parent-teacher cooperation.

In the fall of 1970 the Olive and P. K. Yonge Elementary Schools were selected for another pilot project funded under the ESEA Title I program. Each school is supplementing home visitation by actively involving parents in activities specifically planned to stimulate interest in the educational process.

Raise money

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Teachers, curriculum coordinators, and principals are participating in an extensive in-service program which will enable them to improve their skills in conferring with parents, obtaining and recording data, and evaluating information.

When teachers visit the homes of the educationally disadvantaged children in their classrooms, they encourage and help each parent to participate in one of the adult activities sponsored by the school. We hope that in time parents will be willing to accept responsibility for supervision and further development of these visitation projects, with teachers serving as consultants.

Involvement in school-sponsored activities is a new experience for most parents of educationally disadvantaged children. The first projects are designed to improve home-school relationships, offering teachers opportunities to communicate with parents at carnivals and school plays or during drives to collect food and clothing for needy people.

Later on, activities will include consumer education classes and presentations by individuals involved in various community health and family service programs. □

—**Victoria K. Burney,** *formerly information dissemination and community relations consultant, Federal Projects Office, Escambia County School System, Pensacola, Florida.*

NEA SPECIAL SERVICES

Accidental Death and Dismemberment Insurance

□ During the latter part of May, all NEA members who were not enrolled in the Accidental Death and Dismemberment Program, sponsored by the Special Services Division, received a complete packet of information about it.

Arnold W. Wolpert, director of the Special Services Division, reports: "We are often asked by members if they need this protection if they already have a life insurance policy. In most circumstances we advise members to have both.

"Life insurance provides protection in the event of death from any cause. Accidental death and dismemberment insurance provides a great deal of protection if the death is due to an accident of some sort. It covers the unexpected and is very low in cost for the sizable added protection."

This special form of life insurance, considered to be one of the best protection buys in the insurance industry, includes the following important features:

- Round-the-clock, round-the-world coverage
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- Protection starts from the date of postmark on the envelope containing your enrollment form and initial contribution
- Coverage may be spread to include spouse and eligible children
- A low premium of only *$19 a year.*

Dr. Wolpert has announced: "This year by special arrangement with Prudential, the insurance company which underwrites the Program, we are able to send a paperweight to members who enroll or who are already enrolled and who request it. This Lucite 'chip off the Rock' paperweight is a reminder of the valuable protection provided by this specially designed insurance program. The 'chip off the Rock' theme grew out of Prudential's famous Rock of Gibraltar symbol. The paperweight contains a small but genuine chip of the Rock."

If you did not receive the material in the mails and would like to have the information, contact: NEA Special Services Division, 1156 15th St., N.W. Washington, DC 20005. □

ILLUSTRATION CREDITS

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RESEARCH CLUES

This regular monthly feature of brief research summaries is designed to encourage the teacher to become familiar with significant research in education and to conduct action research of his own.

Although knowledge of research findings in education can be helpful to the teacher in developing his own instructional program, he needs to remember that research studies on a particular topic do not always agree and that no single study or series of studies should be considered to reveal the final answer.

This month's summaries were gathered from various publications.

What is the best way to reprimand unruly children?

A soft answer does indeed turn away wrath, according to a four-month study of unruly children who were discipline problems in school. A team of researchers from the State University of New York, Stony Brook, made the study.

Normal and loud teacher reprimands that could be heard by the whole class had no effect on the disruptive behavior of such children. But when the teachers switched to soft reprimands that could be heard only by the child being corrected, most of the children misbehaved less often.

The researchers also reported that a return to loud reproaches resulted in an increase in poor behavior, and a later return to soft-spoken correction again resulted in better behavior.

—Look, *August 24, 1971.*

Can the use of teacher aides actually result in greater student learning?

Yes, according to a three-year experiment with paraprofessionals from K through 12 in the Jackson, Michigan, public schools. Among the researchers' conclusions were these:

1. Students in classes with aides experienced "a noticeable gain in academic achievement," especially in reading and math.

2. The presence of paraprofessionals allowed teachers to work with students on a more individualized basis, and using the specific skills of teachers and aides helped individualize instruction.

3. Using community residents as paraprofessionals increased their respect for the schools as well as their understanding of what the schools are trying to do.

4. The academically poorer students not only received additional support and assistance but often established a rapport that was conducive to an improved educational climate.

5. The paraprofessionals were motivated to continue their own education, either at the high school or college level.

—Education U.S.A. *February 22, 1971.*

What do high school science teachers consider most helpful in their preparation?

Course work taken in the subject to be taught is the best type of teacher preparation, according to a recent National Science Foundation survey of secondary school science teachers. More than 80 percent of the surveyed teachers agreed on this point.

About one-half of the teachers felt that in-service training, courses in teaching methods, and student teaching contribute to successful classroom teaching. However, only one-third claimed that courses in student behavioral problems or related work experiences were effective in preparing teachers to work successfully with students.

—Education Daily, *June 28, 1971.*

Is it true that minority children fall further and further behind majority children as they progress through school?

Not according to a new University of California, Berkeley, study that refutes this commonly held theory. When majority-minority differences were measured in standard deviation units, researchers found no evidence of an increasing gap from lower to higher grade levels between the mean achievements of minority and majority pupils. However, the three ethnic groups studied—white, Negro, and Mexican American children—differed markedly in the *pattern* of abilities as well as in overall level of ability.

—Education, U.S.A. *May 3, 1971.*

"Finished typing my lecture for today, Miss Hibbs?"

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"Then they won't wash satisfactorily."

"Always come out like new," barked the manufacturer. "Permanent colors, lasting texture and shape."

"Or you'll weasel the guarantee," added our man, doubtingly.

"Unconditional!" snapped the manufacturer.

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We still had to be shown. So we got samples. And we wore them. And wore them. And machine washed them. And Laundromatted them. And tortured them. Like wearing one pair for a week straight — till we thought they'd drown in sweat. Then we washed them — with no sweat! They looked and felt like new. The socks didn't surrender. We did. They're for real — and forever!

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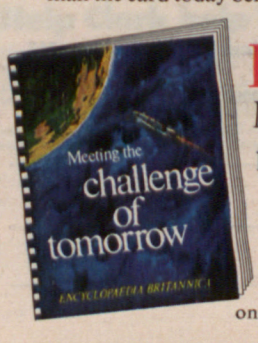

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RECESS

☐ **Here's a game to test your ear for** musical terms. The word defined by each of the following phrases sounds like (or almost like) a musical term or the name of a composer or instrument. Answers are in column three.

Sample: Your John Hancock. (signature)

1. A healthy person has good muscle _____.
2. Tom Seaver can do it. _____
3. Kids play _____ seek.
4. Tie a bundle with _____.
5. Apartment on one floor. _____
6. The opposite of her. _____
7. Not the duke or the earl but the _____.
8. Boys and girls write them. _____
9. To get A's you have to be_____.
10. She spoke English with an _____.
11. Part of a cup. _____
12. Destination for a slide. _____
13. They're found on a bicycle. _____
14. A neck often _____ a collar.
15. He replaces old soles. _____
16. A siesta. _____
17. Mermaids have lots of them. _____
18. One's strong point. _____
19. We already said ours is in column three. _____
20. It may have a brass rail. _____
21. Little i's have them. _____
22. A _____ home is for orphans.
23. He constantly _____ on the topic.
24. A masculine must for dining at the Ritz. _____
25. This is one: #. _____
26. Big Ben tells _____.
27. A note or a girl's name. _____
28. Buffalo have them. _____
29. Reading material for the gasman. _____
30. A bank has lots of this. _____
31. Some people don't know the _____.
32. What a surveyor does. _____

—Cedric N. Elmer, *elementary instrumental music instructor, Reading (Pennsylvania) School District.*

Answers: 1—tone; 2—pitch; 3—Haydn; 4—chord; 5—flat; 6—hymn; 7—count; 8—notes; 9—sharp; 10—accent; 11—Handel; 12—bass; 13—pedals; 14—phrase (trays); 15—Schumann; 16—rest; 17—scales; 18—forte; 19—key; 20—bar; 21—dots; 22—Foster; 23—harps; 24—tie; 25—cymbal; 26—time; 27—Grace or Re; 28—horns; 29—meter; 30—do; 31—score; 32—measures.

"We're a committee to ask Mr. Nader to investigate homework."

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The U.S. Committee for UNICEF welcomes your support of this program, although no UNICEF endorsement of any product is intended.

UNFINISHED STORY

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a new booklet containing 29 of the most popular unfinished stories, now available for $1 (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount) from the NEA Publications-Sales Section, 1201 16th St., N. W., Washington, DC 20036. Ask for More Unfinished Stories for Use in the Classroom. *Stock No. 381-11976.*

What Should Marsha Do?

Marsha was in the fifth grade. Every day she wished with all her heart that she could go to junior high where there would be lots of girls in her classes and not just the same few. She had moved to this school the year before, hoping to be popular and have lots of friends. Instead everybody still treated her like an outsider. Nobody asked her to join in a game or invited her to their home.

At recess one day, Marsha was standing alone under a big tree. "I suppose I could play with the second graders," she thought. "They're always glad to see me. Besides they will do what I tell them. But if I do, the other girls will laugh at me. I feel so lonely standing here. Sometimes I wish I were dead!"

Just then the bell rang and Marsha hurried inside. As she sat down at her desk, she was surprised to find a note from Lynn, one of the most popular girls in the class. Marsha hurried to open it. Maybe it was an invitation to the birthday party she knew Lynn was having on Saturday.

It was an invitation all right—but not to a party. Instead it was an invitation to help Lynn and her best friend, Mary, by letting them peek at her answers on the big history test that afternoon. "Help us and we'll always like you," the note said.

"If I help them cheat, will I be dishonest too?" Marsha asked herself. "I guess it doesn't matter just once. Anyway, if I help them, maybe they'll be my friends and I won't have to be alone anymore."

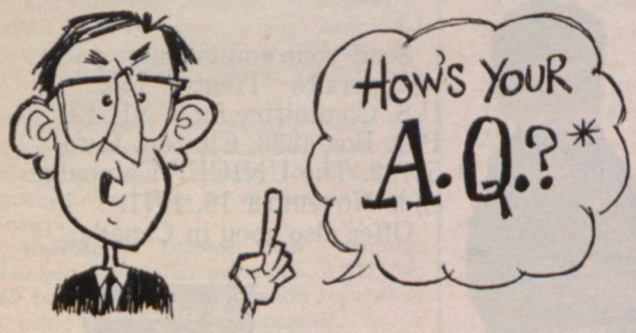
What should Marsha do?

—Marla Love, *elementary counselor, Linn-Benton Intermediate Education District, Albany, Oregon.*

Thoughts To Think Aloud:

1. Why do you think the girls ignore Marsha? How could she win friends?
2. Marsha enjoys playing with the second graders because they will do what she tells them. What does this tell you about Marsha?
3. Do you think Lynn and Mary would like Marsha any better if she gave them the answers?
4. Why does Marsha wish she could go to junior high?

TEACHERS ADMINISTRATORS



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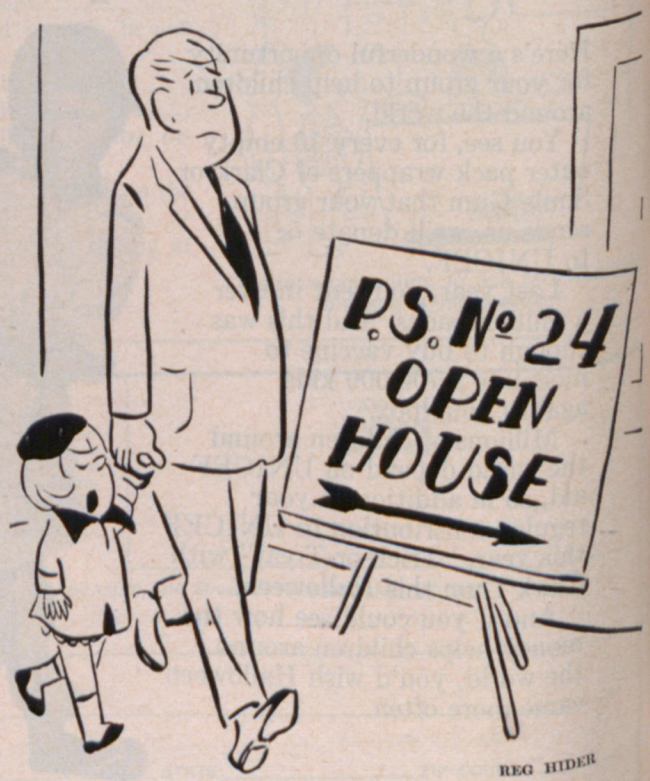

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☐ **XRT Romance in Rome and Tunisia.**
New York-Geneva-Tunis-New York. Christmas at the Vatican, exotic nights in Tunis, the ruins of Carthage. $445 from New York.

☐ **XI Irish Escapade.**
New York-Shannon-New York. The lakes of Killarney, Blarney Castle, Trinity College and the pubs of Dublin. $450 from New York. Air transportation only: $193.

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This happy kindergartner doesn't know the meaning of the word "failure" . . . yet!

ROLES GOALS AND FAILURE

WILLIAM GLASSER, M.D., *psychiatrist; president, Institute for Reality Therapy and the Educator Training Center, Los Angeles.*

□ **Quite a few years have passed** since I, as consulting psychiatrist at the Ventura School for older delinquent girls in California, first began putting together my ideas about schools and kids and education. I've set forth these ideas in some of my books, and a surprising number of teachers who have tried them out find they work. Only recently, however, did I discover the theory which explains why these methods are effective.

An interview with Marshall McLuhan in the March 1969 issue of *Playboy* seemed to suggest the answer. When asked why there is so much turmoil in high schools and colleges, McLuhan replied that today's students are searching for a *role not a goal.* By role I mean an identity, a belief in who they are which is not directly tied to what they do.

I'd like to make a small alteration in what McLuhan said and put it this way: Students are searching for an identity or a role *before* a goal. By contrast, I look back at my own pre-World War II school days and ask myself what I was searching for in school, and I can tell you it wasn't for my identity. I was looking for a way to make it through school! I was searching for answers that would give me security in the form of good grades, a diploma, and a job—not for ways to satisfy my human or role needs. That was my goal, and that's the way it was for most people then.

The schools said, "You do what we tell you to do when we tell you to do it, and if you don't, you fail." The serious, hard-working, student did, of course, get his diploma (the goal) and also some recognition (his role), but *the goal came first.* That is the way it was then and generally is now. Schools still say that the goal, the task, and what we teach must take precedence; the student must subordinate himself

Dr. Glasser is author of *Schools Without Failure* (1969) and a forthcoming book, *The Identity Society.*

and what he feels—his role and identity—to the job we say has to be done.

Today, in an era of affluence and the promised easy life of the fantasy world of television, young people no longer accept this traditional sequence. Students want their roles to precede—if only briefly—what they believe they should or must do. They say, "We want a little pat on the head, a little recognition as a person before we start the job and we want this to continue as we work." But after kindergarten, schools continue to demand that the work come first: "We'll recognize you as a person only *after* you do our job."

It's this idea which I believe causes the trouble and the lack of motivation plaguing so many of today's young people. Kindergarten is the only place where we accept kids as people, and they succeed in kindergarten. If they don't learn everything we had planned, we still value them and we don't get too upset.

First grade? Well, that's different. After all, we've got to teach them to read. The teacher says to the little kid, "Read!" His parents say, "Read!" The community says, "Read!" And if the child doesn't, we fail him. (See special feature on reading, pages 44-54.)

Usually he takes the failure personally because he is role-oriented. He thinks we not only failed him in reading but as a human being. When this happens, he starts behaving totally as a failure. He stops almost all schoolwork and often becomes a discipline problem in order to gain some recognition, if only as a failure.

We figure out lots of excuses for why he's not reading—his eyes don't track, he reads backwards or sideways. But the real reason is that he sees himself as a failure and he sees no sense in reading. Yet we keep telling him, "Read! Write! Do arithmetic! Sit still! Keep quiet! Shut up! Learn!" and when he doesn't we say he's lazy or educationally handicapped.

We find all kinds of sophisticated explanations for why he isn't learning. We buy all kinds of complicated equipment and establish special classes to help him learn—*but nothing much happens because he believes he is a failure, and failures get attention and recognition only by failing and misbehaving.*

The conditions which produce so many failures in our schools appear to be related to changes which came abruptly after World War II. The reasons for these changes include the possibility that, for the first time, the world can be fused into a meaningless blob by the bomb.

More recently, the war in Vietnam has played roulette with young people's lives. Its goals do not seem a reasonable price to pay for giving up a chance to achieve the good life that now seems possible. In much of the Western world, essential material goods are virtually assured for vast numbers of people so that economic survival is no longer the driving force it was at one time. Recent moves in our culture to give human rights priority over property rights have also contributed to change.

The television industry has known about the new focus on role or identity from at least 1951 (although I didn't find out about it until 1969) and through their recognition of McLuhan's "role not goal" they've been able to sell items of no utility as well as items of negative utility, such as cigarettes. If television can do that, surely we ought to be able to get kids to learn something with as much utility as reading.

But, unlike the world about them, schools say: "Achieve the goal we set for you or we will give no consideration to you and your role." To be sure, some kids will work for goals in school but they have enough role reinforcement in their homes to compensate for not having it at school. They *know* who they are.

In our previous goal-oriented society, success and failure were mostly tied to economic success or failure, economic security or insecurity, and in most cases, this actually meant survival or nonsurvival. These were the basics of the depression years when people were actually starving. We accepted this state of affairs by saying, "It's too bad, but that's the way things have always been and always will be." We were forced to be so concerned about our own security that we couldn't concern ourselves with others.

All that has changed at every level of society. Business *must* be concerned or it will find profits dropping. Politicians who do not reinforce the role of their constituents (assuming the latter are economically secure) will lose votes. Our changed society demands that we care for other people as people. Lonely people or those who have no one to care for them think of themselves as failures and become a burden on society.

To follow that thought, today everyone wants a role first, but there are two possible kinds of roles. Individuals can believe they're successful and competent human beings or they can believe they're failures. From countless discussions with groups of students, I have determined that even in relatively good high schools only half the kids feel they're successful; the rest consider themselves failures. In high schools in depressed areas, I have found that as few as 5 percent of the students believe they are successful. I don't think those who now consider themselves failures came to school feeling that way. They learned they were failures as they moved through school. Once they feel they're failures, they reinforce this belief by doing nothing or by resorting to delinquency. Then we threaten or punish, which reinforces their failure.

I believe we have two ways of stopping this destructive process: first, by not failing kids and, second, by making friends with them.

(*Continued on page* 62)

CAREER EDUCATION

SIDNEY P. MARLAND, JR., *U.S. Commissioner of Education.*

□ **Career education has been an absorbing topic at the** Office of Education lately. In essence we are attempting to answer a very large question: What is right and what is wrong with vocational education in America today, and what can be done to build on its strengths and eliminate its weaknesses?

I will indicate to you the major steps we believe the federal government and particularly the Office of Education should take to help educators refashion the vocational or career curriculum. It is my firm intention that vocational education will be one of the priority areas in which those of us in the U.S. Office will place the maximum weight of our concentrated resources to effect a thorough and permanent improvement.

Uncertainty is the hallmark of our era. And because many educators have been unsure as to how they could best discharge their dual responsibility to meet the student's needs on the one hand and to satisfy the country's infinite social and economic appetites on the other, they have often succumbed to the temptation to damn vocational educators for their failure to meet the nation's manpower requirements and to double damn them for failing to meet the youngster's career requirements, not to mention his personal fulfillment as a human being.

There is illogic here as well as a massive injustice. How can we blame vocational educators for the hundreds of thousands of pitifully incapable boys and girls who leave our high schools each year when the truth is that the vast majority of these youngsters have never seen the inside of a vocational classroom? They are the unfortunate inmates, in most instances, of a curriculum known as general education. I suggest we get rid of it.

All public school educators share the guilt for the generalized failure of our system of education to equip our people to get and hold decent jobs. And the remedy likewise depends upon all of us. As Grant Venn said in his book, *Man, Education, and Manpower:* "If we want an educational system designed to serve each individual and to develop his creative potential in a self-directing way, then we have work to do and attitudes to change."

The first attitude that we should change, I suggest, is our own. Education's most serious failing is its self-induced, voluntary fragmentation. The most grievous example of this is the false dichotomy it makes between things academic and things vocational. As a first step, I suggest we dispose of the term *vocational education,* and adopt the term *career education.*

All education is career education—or should be. I propose that a universal goal of American education, starting now, be this—that every young person completing his school program at grade 12 be ready to enter either higher education or useful and rewarding employment.

Contrary to all logic and all expediency, we continue to treat vocational training as education's poor cousin. We are thereby perpetuating the social quarantine it has been in since the days of the ancient Greeks, and, for all I know, before then.

Since U.S. vocational fields were originally defined shortly before World War I as agriculture, industry, and homemaking, we have too often taught those skills grudgingly—dull courses in dull buildings for the benefit of what we all *knew* were young people somehow prejudged not fit for college—as though college were something better for everyone. What a pity this is and how foolish, particularly for a country as dependent upon her machines and her technology as America.

We Americans might have been able to afford this attitude even a half-century ago when a boy could observe the full range of his occupational expectations by walking beside his father at the time of plowing or by watching the blacksmiths and tradesmen who did business in his hometown. But how different things are today and how grave our need to reshape our system of education to meet the career demands of the astonishingly complex technological society that we live in!

The question we face seems to be fairly simple: Shall we persevere in the traditional practices that are obviously *not* properly equipping fully half or more of our young people, or shall we immediately undertake the reformation of our entire system of secondary education in order to position it properly for maximum contribution to our individual and national life?

I think what our choice must be is apparent. Certainly continued indecision and preservation of the status quo can only result in additional millions of young men and women leaving our high schools, with or without benefit of diploma, unfit for employment, unable or unwilling to go on to college, and carrying away little more than an enduring distaste for education in any form.

Of those students currently in high school, only 3 out of 10 will go on to academic college-level work, and one-third of those will drop out before getting a baccalaureate degree. That means that 8 out of 10 present high school students should be getting occu-

Dr. Marland spoke on this topic at the 1971 convention of the National Association of Secondary School Principals, an NEA associated organization.

We must reshape our system of education to meet the career demands of the astonishingly complex technological society we live in.

pational training of some sort, but only about 2 of those 8 students are, in fact, getting such training. Consequently, half our high school students—a total of approximately a million and a half a year—are being offered what amounts to irrelevant, general educational pap!

Small wonder so many drop out, not because they have failed, but because we have failed them. Who would not at the earliest convenient and legal moment leave an environment that is neither satisfying, entertaining, nor productive?

I want to state my clear conviction that, to be properly effective, career education requires a new educational unity. We must blend our curriculums and our students into a single strong, secondary system. Let the academic program be balanced with the vocational or career program. Let one student take strength from another. And, for the future hope of education, let us end, once and for all, the divisive, snobbish, destructive distinctions in learning that do no service to the cause of knowledge.

It is terribly important to teach a youngster the skills he needs to live, whether we call them academic or vocational, whether he intends to make his living with a wrench or a slide rule or folio editions of Shakespeare. But it is critically important to equip that youngster to live his life as a fulfilled human being.

In other words, life and how to live it is the primary vocation of all of us. And the ultimate test of our educational process, on any level, is how close it comes to preparing our people to be alive and active with their hearts and their minds, and, for many, their hands as well.

True and complete reform of the high school, viewed as a major element of overall preparation for life, cannot be achieved until general education is completely done away with in favor of contemporary career development in a comprehensive secondary education environment. This is our ultimate goal and we realize that so sweeping a change cannot be accomplished overnight, involving as it does approximately 30 million students in grades 7 through 12 and billions of dollars in public funds. Until we can recommend a totally new system, we believe an interim strategy can be developed entailing four major actions.

First, we are planning major improvements in the vocational education program of the Office of Education, a program which involves the expenditure of nearly $500 million annually. We plan to effect changes that will enable the states to use this money to make their vocational education efforts more relevant to the needs of young people who will spend their lives in careers in business and industry.

We intend to help the states move present programs away from disproportionate enrollments in low-demand occupations to those where national shortages exist and where future national needs will be high.

Right now, state training programs fill only half the entry-level jobs available each year. The other half are filled by job seekers with no occupational job training of any kind. We do better in some fields than in others, of course, particularly in production agriculture, where the job market is relatively static. About 70 percent of the demand in farm jobs will be met with trained help this year compared with only about 38 percent of the demand in the health occupations, such as laboratory technologists and dental assistants, and 35 percent in various technical fields, such as computer programming and laser technology.

Second, all cooperating agencies of education and government must provide far more flexible options for high school graduates to continue on to higher education or to enter the world of work. This demands that we broaden today's relatively narrow vocational program into something approaching the true career education we would eventually hope to realize. Vocational students need much more than limited specific skills training if they are to go on to post-secondary education, whether at the community college or four-year level. And young people need to have realistic exposure to the world of work as well as the option of general post-secondary schooling.

Third, without spending additional money, we can effect substantial improvement in vocational education by bringing the schools into much closer contact with people from business, industry, and organized

VOCATIONAL AND CAREER EDUCATION

The NEA Representative Assembly passed the following resolution (71-45) in July:

"The NEA believes that preparation of children for careers, vocations, and productive jobs should be a basic policy of education. Educational programs should be developed for all children which will assure equal opportunity for career and occupational development. A continuing program for training, retraining, advancement and promotion should be provided to out-of-school youth and adults.

"The Association will seek legislation to provide a comprehensive national manpower development policy, as the basic foundation for vocational and career education. It will also assist its affiliates in implementing similar programs and legislation."

The Representative Assembly also adopted for implementation the report of the NEA Task Force on Vocational Education, which recommended the creation of "a major operational unit within the NEA to give visibility to vocational education."

A free copy of the report may be obtained from the Office of Supervisory-Administrative Services at NEA Center as long as the supply lasts.

labor, who know where the career opportunities are going to be and what the real world of work is like. Eventually, further subsidies or other encouragement to industry to increase cooperative education and work-study could greatly enhance collaboration of this sort.

People in educational institutions offering occupational courses should get nearby employers to help in the training. This will not only aid the students but employers as well by providing these cooperating firms with a ready supply of skilled workers well prepared for the specific demands of their particular fields. I would add only this caveat: that these work experience arrangements be accepted and operated as genuine educational opportunities, not simply as a source of cheap help for the business and pocket money for the student. Youngsters should be given the opportunity to explore a number of occupations before choosing one to be pursued in depth, consistent with their ambitions, skills, and interests.

Fourth, we must build at federal, state, and local levels a new leadership and a new commitment to the concept of a career education system. Not only will the present vocational-technical education leaders be partners in change, but general educators, long dedicated to the old ways, must become new champions of the career program.

In closing, let me say a word about two very promising OE efforts to help strengthen vocational-technical education in its most critical aspect—personnel.

The first effort, called Leadership Development Awards, is a doctoral-fellowship program under the Education Professions Development Act. It seeks to identify and train a cadre of leaders for the vocational-technical career education field.

As an initial move, we have made the first group of awards to 160 experienced vocational educators to enable them to undertake full-time study at the doctoral level. These men and women are attending 11 universities that emphasize career education. These institutions pay special attention to the needs of the disadvantaged and handicapped; they cooperate closely with industry, the states, and the local districts; and they have established close working relationships with the surrounding communities.

Their training, which lasts from two to three years, is essentially an intensive internship program with opportunities for research and exploration into the complexities of our constantly changing occupational structure.

These doctoral candidates, whom we expect to make a very constructive imprint on the world of career education, will not be cast adrift upon graduation to search out their own niche in that world. Their home states will develop plans for the most strategic use of their skills—in colleges and universities which prepare career educators, in state departments of vocational education, in community colleges, and at the local level for development of the entirely new approach that school systems must take to career education.

Our second effort is a program, already producing impressive results, to help the states attract and train teachers and administrators in vocational-technical education. The Leadership Development Awards I have described will produce the shapers and developers of the new career education; this second effort will produce the teachers to carry out the realistic plans and programs they develop.

We are funding a variety of state plans. The money is helping to train personnel to work with the disadvantaged and the handicapped, to develop innovative and effective methods of exchange between teachers and businessmen, and to design and carry out more effective vocational guidance, which is a particularly crucial area. The funds are also being used to increase the number of trades and industry teachers in the emerging occupations that I spoke of a few moments ago.

The overriding purpose of this program is to encourage the states to develop their own capacities and their own resources to produce vocational-technical teachers in the number and quality we need. This new blood will energize career education, particularly in our city schools, whose revitalization is certainly education's first order of business.

President Nixon has said, "When educators, school boards, and government officials alike admit that they have a great deal to learn about the way to teach, we will begin to climb the up staircase toward genuine reform."

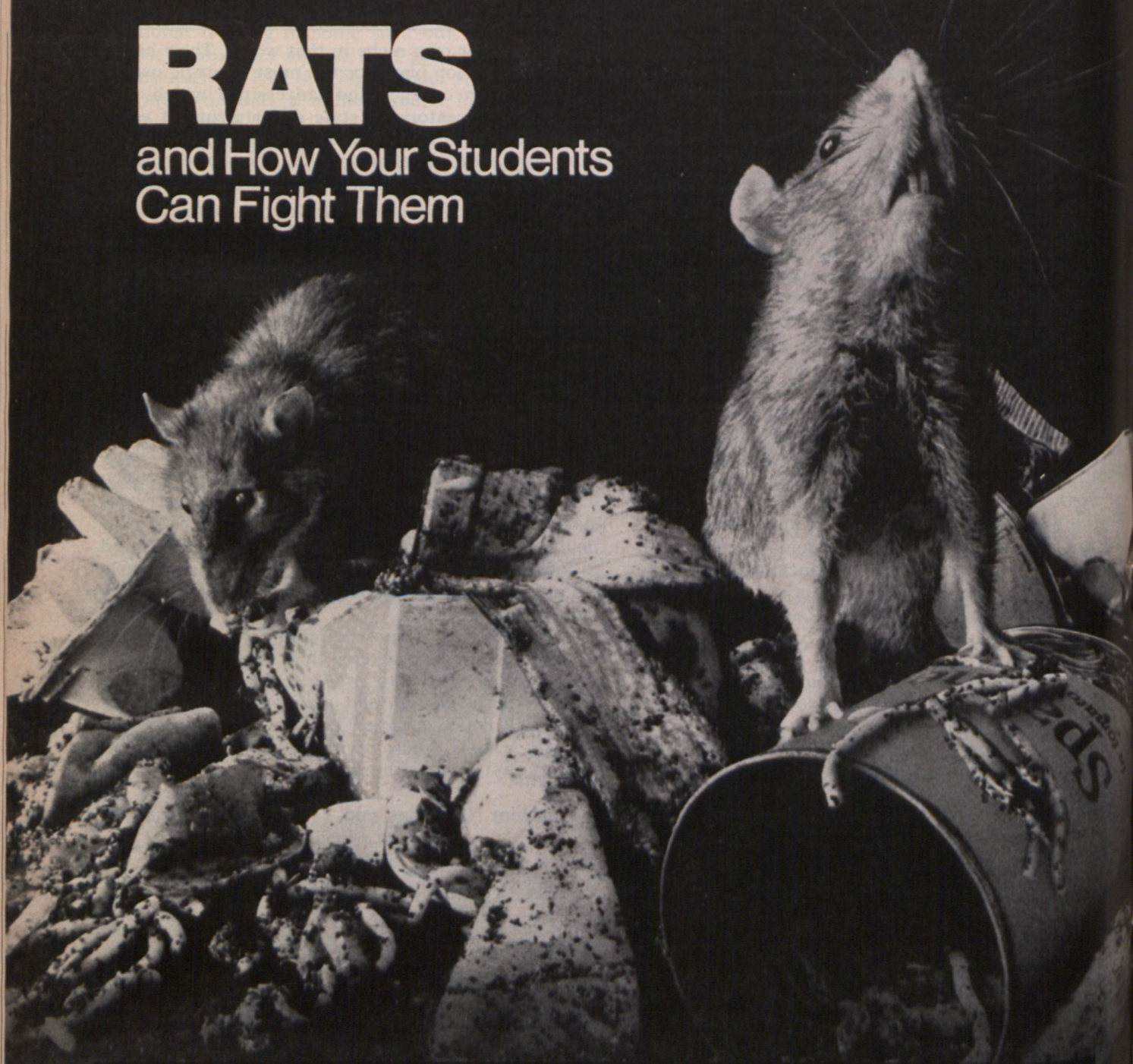
We have, I believe, begun to climb that staircase. We have begun, at least in part, the difficult, continuing work of reform. These recent tumultuous years of challenge and strife and all-encompassing change have given us lessons to learn, especially lessons in humility. But they have also taught us to hope and to act. The actions in vocational education and teacher education that I have outlined here are but the first in a series of reforms which I intend to initiate and carry out within the U.S. Office of Education. □

TODAY'S EDUCATION FORUM

This topic will be discussed further in Today's Education Forum, a monthly cassette recording based on *Today's Education* and the *NEA Reporter*. For further information about TEF, write to Today's Education Forum, Farmington, Michigan 48024.

RATS

and How Your Students Can Fight Them



Test Yourself Before Reading This Article

The article by Robert E. Novick points up the rat problem in the United States and what can be done to control this menace. Before you begin reading, you may test your knowledge of this subject by marking these statements either true or false. (Answers are at the end of the article.)

_____1. Rats are as numerous as people in our cities.
_____2. Rats restrict their diet to garbage and typical food substances.
_____3. Rats establish trails along walls, rafters, and fences.
_____4. Effective rat control emphasizes environmental sanitation rather than just killing rats.
_____5. Rats rarely go more than 100 or 150 feet away from their nest.
_____6. Federal funds are available for rat control projects in our cities.
_____7. Rats spread plague, typhus fever, salmonella food poisoning, and tapeworm infections.
_____8. Rats sometimes cause fires.
_____9. Health officials believe that school age children can play a major role in helping to control rat popuiation.
_____10. Involvement of local residents is a feature of successful rat control programs.

ROBERT E. NOVICK, *director, Bureau of Community Environmental Management; Health Services and Mental Health Administration, U.S. Department of Health, Education, and Welfare.*

□ **To most Americans, the rat is a symbol of filth and** of the economic and social degradation of the human environment. And to more than 15 million Americans, the rat is an inevitable neighbor, a boarder in the home—a fearsome creature that stalks the kitchen, the basement, the attic, and the bedroom at night.

Projections from a nationwide study by the Bureau of Community Environmental Management (BCEM) of the U. S. Department of Health, Education, and Welfare indicate that rats bite 60,000 people each year. Most of these are children, who may be permanently disfigured by bites on the ears, nose, or mouth; some are infected by diseases carried by rats.

The statistics on rats are overwhelming:

- Rats cost the American people more than $1 billion a year.
- There are as many rats as people in the cities and twice as many rats as people on the farms.
- A rat eats 40 pounds of food each year and contaminates four times that amount.
- Rats carry fleas, lice, mites, and ticks, which can transmit diseases like plague and typhus fever to man and other animals. They spread salmonella food poisoning and tapeworm infections.

Rats will gnaw through almost anything to get to food. They can cause fires by gnawing through the insulation on electrical wiring.

Rats will eat almost anything—garbage, pet food, food scraps left on the table or floor, animal feces, boxed and bagged grain, and food substances of all kinds.

They rarely wander more than 100 to 150 feet from their nests, and they spend most of their active time looking for food and avoiding enemies. Darkness is their greatest protection. They establish and follow trails, which are usually along walls, rafters, or fences. These soon become conspicuous from the presence of droppings, urine stains, and oily gray rub marks from their filthy fur.

Rats live in abandoned automobiles filled with junk, trash in alleys and yards, overgrown fence rows, basements and attics, and crowded dirty closets.

The best means of successful rat control is to place tight-fitting lids on metal garbage cans and to remove trash and litter from the house and yard. When food, water, and harborage are in short supply, rats destroy each other or move on to more nurturing localities.

Effective rat control puts more emphasis on environ- mental sanitation than on killing rats. This concept is vital to the progress and success of the federal rat control program, sanctioned by Congress and conducted through BCEM. Systematic evaluations point up the success of this approach. In 1969, the first year in which federal funds were available to help the cities begin a rat attack, surveys of nearly 13,000 homes in 20 cities showed a 16 percent "prevalence rate of active exterior rat signs." (Since there is no way of making reliable rat counts, inspectors must rely on droppings, fur rubbings, freshly chewed holes, and other rat signs to estimate their number.) In 1970, after active community projects had operated in these cities, the same areas showed a 33 percent reduction in the exterior rat signs—dramatic proof that the plan was working.

Today, federally supported rat control projects are under way in over two dozen cities from Atlanta, Baltimore, and New York City to Milwaukee, St. Louis, and Seattle. In each city, a local group (with technical assistance and guidance from BCEM regional representatives) has designed and conducted its project to meet the needs of the community. City or county health departments operate some projects; local community-action groups guide others.

Although each project takes a different approach to the problem, they all directly involve members of the neighborhood, schools, civic groups, and public health authorities in house-to-house, people-to-people campaigns to eliminate the sinister rat.

Health officials and community health leaders have prepared scores of leaflets, doorknob fliers, window stickers, and lapel pins for residents in target areas, all aimed at focusing public attention on rat control. Rat control officers also provide community groups with lectures, films, and slides as aids in getting the community to work together to solve its rat problem.

BCEM encourages the hiring of local individuals, called health educator aides (HEA's), to take the program to the people. They are not only knowledge-

Philadelphia high school students lend a hand in a neighborhood project to drive out rats. The school project is tied to classroom and laboratory learning situations.

able about rat control and sanitation but they are also trained in human relations in order to effect changes in the attitudes of the residents. Because the HEA's know the residents and the area, they can relate to those who need assistance and thus win their cooperation in making rat control successful.

In some communities, the HEA's are helped by other local aides who go into the target areas, where they do cleanup work, destroy rat harborages, and seal rat entries to dwellings.

In addition, local health officials and sanitary engineers are available with an array of pest control devices and poisons to help local residents reduce and eliminate the rat population. However, studies indicate that while poison reduces rodent populations, rats quickly breed back to their original levels unless the environment is made uninhabitable for them. In short, without the help of everybody, there can be no effective rat control.

One good place to begin basic education in environmental health is with the nation's youth. Children can effect immediate changes in their own situations, especially through influence on their parents, and will grow up with valuable knowledge about how to provide a better quality of life for themselves.

On the basis of local needs and the responsiveness of schools, each of the federally sponsored projects has approached educating children about rat control from a different point of view. The intent in all cases has been to stimulate each teacher and each system to develop materials and approaches most suitable for that situation.

In Baltimore, for example, the health educator in charge of the program has been working with elementary school teachers and students in a large target area of the inner city. Teachers have prepared and used several mimeographed course outlines in a number of schools in the city. Tests, puzzles, games, and information sheets have also been developed to reflect local conditions.

Recently, five of the Baltimore elementary schools cooperated in presenting brief skits on social and economic problems facing the city dweller and the suburbanite. The topics ranged from drug abuse to rat control. Parents and neighbors watched the skits, thereby gaining information on rat control.

In Philadelphia, teachers and principals (with help from the Philadelphia Rat Control Project and the Department of Public Health, Community Health Services) have written extensive teachers' guides for use in the elementary schools. The guides provide information on basic principles of rat control, laboratory work, field trips, reference lists, and tests.

Projects in other cities have also developed teachers' guides, student workbooks, films, pamphlets, comic books, coloring books, and other educational materials on rats for the elementary levels. These cities include Rochester, New York; Washington, DC; Milwaukee; New York City; Norfolk; and St. Louis.

The New York statewide program has gone one step beyond these efforts. In order to begin unifying teaching materials for all levels, K-12, rat control officers have worked with three school systems to develop complete educational packages.

The Rochester project developed the first series for grades 4-6. Materials include a teacher's guide with manual, student study books, information sheets, and testing materials. These are supplemented by an excellent film, "Rats," produced by UCOM Educational, Inc., Rochester.

The Albany project developed the second series for grades 7-9—a film, teacher's guide, and student workbooks. UCOM Educational produced the film, "Rat Attack."

The New York City school system has developed the educational package for grades 10-12, including a film, "Minus One," also produced by UCOM Educational.

(The printed materials developed by most of the projects and school systems working with the rat control programs are not copyrighted and thus may be reprinted elsewhere for mass distribution.)

To date, nearly a score of New York State school systems, with more than half of the students in the state, are using some or all of the materials for grades 4-9 developed under the state project. Reports from teachers using the materials are enthusiastic. The guides allow for teacher flexibility and student involvement in the community, including trips to rat-infested areas.

Local school programs can be integrated into the comprehensive community education program on rat control. Parent-teacher associations have been active in schools in some cities, enabling parents and children to work together on a common cause.

To obtain help or information on rat control programs for schools, contact the following:

- *The Local Health Department.* Often a city or county health officer (or, in some cities, a member of his staff) will have information available for use in the classroom. This expert may also be willing to address student groups on rat control and related problems of community environmental management.
- *The State Health Department.* State health officers generally have more resources available than local officials. While less familiar with local problems, your state health officer may provide technical advice and assistance in the development of curriculums, provide access to teaching aids, and recommend knowledgeable speakers.
- *Nearby colleges and universities.* Frequently, a nearby institution of higher education has one or more experts on sanitation and environmental affairs.
- *Bureau of Community Environmental Management.* BCEM has representatives in each of the 10 regional offices of HEW. While rat control projects are not operating in all regions at this writing, more programs may be added. The official in charge of the federally supported rat project in your city can tell you how to address the Regional Director, HEW, with your request for BCEM advice or assistance. □

Answers to questions on page 26: All true but #2.

A State Superintendent Teaches First Grade

DALE PARNELL, *state superintendent of public instruction, Salem, Oregon.*

Early this year I decided to spend a full month as a first grade classroom teacher. My "job" was at Whitworth Elementary School in Dallas, Oregon, about 20 miles from the state capital, where my office is located. I felt this firsthand experience as a teacher at the primary level would give me a broader understanding of the total educational picture.

Teaching 25 first graders in a typical Oregon classroom was one of the most valuable in-service learning experiences imaginable. It was fun, exasperating, and warmly rewarding. It was hard work, and I now have a special admiration for primary grade teachers.

At the end of the month, the regular teacher under whose direction I worked filled out a humorous standard practice teaching report. One of her most accurate comments was, "Dale comes in well-groomed each morning, but he leaves a bit disheveled in the evening." Anyone who teaches at the primary level will understand. Pulling muddy boots on and off must be one of America's most unpopular indoor sports!

My experience provided many examples of the problems primary teachers face each day and suggested some solutions.

My return to the classroom was motivated first of all by my commitment as a teacher to the teaching-learning process; the classroom is where it happens. Also, improvement of primary education is a top priority of the Oregon State Board of Education. By gaining firsthand experience at the first grade level, I hoped to be able to focus more attention on the needs of young children. Then too, I believe administrators can benefit from direct contact with students and teachers in a classroom setting.

Norma Gorman, a teacher with 24 years' experience, was my supervisor at Whitworth. If all youngsters could have first grade teachers as deft and dedicated as Mrs. Gorman, we'd find fewer students with nearly insurmountable problems in our high schools.

The way we have downgraded the lower grades indicates our upside-down priorities. My compensation for teaching at the graduate level was far more than I would have received (had I been paid) for teaching first grade. Yet my work with first graders was harder and more demanding.

The attitude that anything goes in a primary class-room contradicts everything we know about early childhood education. We must upgrade the "down" grades! Values and basic habit patterns are usually acquired by the time a child is eight years old. An experienced teacher can quickly identify students who will probably have difficulty in school and in their lives. But is our public education system able and willing to do something about these potential difficulties? Or are we like the doctor who, after diagnosing a patient, remarked, "You are very ill. I hope you can find help somewhere in this country."

My first grade classroom contained several emotionally disturbed children. One little girl's attention span was about five minutes; she talked incessantly and couldn't keep her hands off the other children. We needed to work with her, to help her develop the feeling that she could handle her emotions.

One day she observed a boisterous little boy who had been placed in the hall to keep him from disturbing the class and to give him a chance to accomplish

something by himself. She thought about this and then she said, "Mr. Parnell, I think I ought to go out in the hall and do my work because I can't concentrate in here." She was out there about 30 minutes, and that was one of the few days she completed an assignment. Here was a six-year-old who had no confidence in her ability to perform. Yet after some intensive effort on a one-to-one basis, she discovered she could reason things out and determine what was best for her.

The child who fails in the early grades is likely to fall still further behind his classmates in knowledge and skills, interest in learning, and self-confidence. Indeed, school will become an increasingly miserable experience for him, filled with failure, disciplinary problems, and infrequent attendance.

We know that irregular attendance is one of the things that cause early failure. A great deal of time is spent in skill-building in the early grades, moving in sequence from one level of competence to the next. When a child attends school irregularly, learning continuity is broken. Yet some parents apparently think nothing of allowing children to miss school for any reason whatever.

Other parents move so frequently that their children have problems; this is especially true of Oregon's considerable migrant farm-worker population. One little girl transferred from a school in the state of Washington which had an entirely different reading program. Three weeks later the two of us were still trying to find our way in the learning-teaching process.

If we are ever to have zero rejects in our school systems, we must zero in on prevention measures at the primary level. If we can meet the needs of first graders—when students are most responsive, most flexible, and most likely to establish success patterns that will last for life—we can be more certain of making a real impact on each child's development.

How can we improve primary education? For one thing, we can place our very best teachers in the primary grades and give them the salaries and status they deserve. Too often we take the best teachers out of classrooms, give them the title of principal, and saddle them with administrative responsibilities—in effect retiring them as teachers. As a result, their potential as innovators and as professionals who can transmit their experience to their colleagues is diminished. One assignment for educational managers is to find ways to restore top-notch teachers to the classrooms as teaching principals.

Improved teacher training is a long-recognized need, particularly in the field of reading. The Oregon Board of Education has taken the position that a full year of teaching internship should be required for all beginning teachers, but the program has yet to be implemented.

Differentiated staffing holds great promise. We need to analyze what kinds of training are needed for different classroom functions.

If a teacher's aide had been in my classroom—even for two or three hours a day—I would have been able to give more attention to students with special problems like the little Korean girl who could speak no English. (Even so, she communicated with me. Whenever she wanted my attention as I walked past her desk, she pinched me.)

I would like to see more male teachers in the first three grades. Many boys, especially from one-parent families, have no man with whom they can identify in a healthy, constructive way. Only a few men are full-time first grade teachers in my state. This unfortunate situation may change as primary education receives the priority attention it merits.

Some final comments: Many good schools are moving in the direction we have mentioned, and a tip of the hat is in order for them. But some are not, and these comments are directed to them. We need a system in every elementary school to provide diagnosis for each new student who comes into a school. This review of his learning abilities and accomplishments should be made as soon as he transfers. Otherwise, the classroom teacher must interrupt her class to do the diagnosis and prescriptive work the new student requires.

We also need one school staff member who is responsible for keeping track of each student's progress in the skill-getting process and for seeing that each student has access to whatever special materials or help he needs to assure there are no gaps in the learning process.

We need more individualized instructional materials for programing. Whether they are called teaching machines or something else, they are valuable for use with students having different rates of learning.

We must stop referring to students as "smart" or "dumb"; some are merely slower or faster than others. For example, one student was a 10-cycle learner; he had to go over the learning cycle about 10 times before he understood. On the other hand, one girl in my class rarely had to do anything more than once to understand it and be ready for the next step. With 25 very different students, we really needed 25 different lesson plans—but, of course, there was never time for that.

We should eliminate the A-B-C-D-F grading system in the primary grades. Perhaps we could use individualized *goal cards* (in place of report cards) stating specific goals for each child in each area—reading, spelling, mathematics, and so on. At the end of a given period, the teacher would note how the student is progressing in relationship to the goals and his learning rate. (Don't we know enough about individual differences now to indicate that students learn in different time spans and at different speeds?) If we are concerned with screening and sorting, then grading is a useful tool. But if our concern is the development of competencies and performance feedback, the typical grading program makes little sense.

Too many student failures occur because we give the child the idea that he really isn't able to do something. We can and must give children a "can do" attitude about their work and their individual abilities. That's one way to help assure that in our schools we can honestly say, "Every student counts!" □

Meet the Morrisons

NEA President Don Morrison and family are now "at home" in historic Georgetown in Washington, DC.

"Before coming here, I had never lived in a house that was more than a few years old," says Don, a native of Oregon, who taught social studies several years in that state prior to accepting a similar position in a San Diego junior high school. "This beautiful old house with crystal chandeliers and 12-foot ceilings was built in the 1700's. What an exciting place for a social studies teacher and his family!"

The large house, which once served as a Presbyterian meetinghouse, has been furnished with many Colonial antiques by its owners, currently on an overseas assignment for one year. Fortunately their assignment coincides with Don's year as NEA president, so he is living in the house "for the duration."

Don spends one of his few leisure moments discussing the new home with his family. Sitting on the floor, are daughters Ann (sixth grader) and Debby (college sophomore). Flanking Don and his wife Gerri on the sofa are daughters Wendy (college freshman) and Nancy (high school senior). Mrs. Morrison says she is slowly making the adjustment from California contemporary to Georgetown colonial.

Don helps daughter Ann look up the word "poringer" after she had found one among the Colonial furnishings in her new home.

A charming oval window in the Morrisons' Georgetown home frames bicyclists Ann, Debby, and Don as they are about to set forth on an exploratory tour of the neighborhood.

More than a Space Science Center

NANCY DOTTERER FIELD, *McGraw-Hill Book Company, New York.*

□ **Believe it or not, science students in Middletown,** Rhode Island, accompanied the Apollo astronauts on one of their flights to the moon. The limitations of present spacecraft notwithstanding, the students blasted off, docked, landed on the moon, and returned to earth—all in time to go home for lunch.

The young people were passengers in an earthbound spacecraft, actually a sophisticated environmental laboratory containing electronic and computer-type equipment producing views as seen from the Apollo capsule. The laboratory, selected by the President's National Advisory Council as one of six outstanding, innovative educational projects, is part of a new elementary school complex in Middletown.

The round, windowless, planetarium-like room, with a domed ceiling 30 feet in diameter and a seating

Students look up to learn in this unusual classroom.

The space lab director controls the star projector from this console.

capacity of 65, has the scientific equipment needed for teaching every aspect of the physical and natural sciences—astronomy, physics, and biology. However, the lab won its award for still another unique feature: It is an interdisciplinary learning laboratory where reading, English, geography, social studies, and ancient history classes are also featured. (Another bonus: The lab serves as a resource and information center for the adult community, which includes members of two industrial firms, the Newport Naval War College, and Salve Regina College.)

The idea for the planetarium lab came about when Joseph H. Gaudet, the superintendent of schools in Middletown, and other educators were asked to come up with something new that couldn't be done without federal support. All agreed that the new project, whatever it was, must be innovative enough to really excite young people.

At a time when students demand relevance from their courses, the space science lab, built with a $45,000 ESEA Title III grant, seems as up-to-date and vital as the Apollo missions. Young people agree it's a lot more exciting to track objects through space than to memorize information from a textbook. To them, the new lab is a place where they can discover space facts for themselves.

The center is now open to more than 22,000 students in Newport County, ranging from first to twelfth graders. The lab features a realistic sky on which the stellar arrangement of the universe can be shown by means of an intricate Spitz A-4 projector.

The entire complex is manipulated from a graphic console by the lab director, Joseph R. Krupowicz. The projector can depict a clear night sky as seen from any point of earth at any time. It can compress the spacial movements of millennia into moments and show sunrises, sunsets, or an eclipse of the sun—in full color.

Inside the lab, students may listen to a chosen piece of music from 19 stereo speakers. Or they can watch slides, filmstrips, and space flight movies contributed by NASA.

After "participating" in the Apollo flight, elementary students received this homework assignment: For one month, draw a picture of the moon at the same time each night from the same window. These pictures (or blank spaces) enabled students to chart the various phases of the moon and to follow its motion.

A planetarium trip to the moon may also result in a lesson on tides. Some classes photographed the tides at local beaches during each phase of the moon so as to determine the relationship between these phases and the tides.

Educators seem most excited by the policy regarding the use of the new facility. "We do not have a field trip approach to the planetarium," Director Krupowicz explains. "We defy anyone to come here just to look at the stars." Science courses are not built around the planetarium; rather, the planetarium fits into existing curriculums. In fact, before a teacher may bring his students to the lab, he must have a specific lesson in mind which he has discussed with his class and with the lab director. Each teacher is given a kit containing some of the lab's globe charts, maps, and other teaching aids in advance.

The planetarium demonstrates a variety of concepts. The projection instrument is not limited to astronomy or physics. Photosynthesis and radiation as well as space medicine can also be illustrated. One sixth grade geography class charted atmospheric changes during a single day and tracked the progress of a hurricane along the Eastern seaboard.

English teachers also find the planetarium useful. For example, showing students the sky as seen from the South Pole helped them interpret Coleridge's *The Rime of the Ancient Mariner.*

More recently, an eighth grade remedial reading class with disciplinary problems enjoyed a visual and musical introduction to H. G. Wells' *War of the Worlds.* "We hoped this would ignite enough interest so the students would want to read the book," the director explains.

"The new lab motivates all those who visit it," Dr. Gaudet states. "It adds a new dimension and enrichment to the learning process, and that is what the job of education is all about."

One unanswered question remains: Does the lab help to produce better achievers?

The director believes the answer is yes. "Tests show a definite improvement in retention and understanding of material for students who visit regularly. And we receive lots of letters each week from students who have visited only once or twice and are eager to return."

Many of these letters express thanks in ways only young people do so well. One little girl wrote: "Dear Mr. Krupowicz: Thank you for teaching me about space. I never before realized how much there is to it." □

Co-ed Housing

JOHN BORGER, *junior, Michigan State University, East Lansing; campus editor,* State News, *campus daily.*

□ **Tommy used to be a fine, moral boy when he was** in high school and lived at home. (So his mother says, at any rate.) Then he went away to college and was forced to live in a co-ed dorm. Now he is totally depraved. Thus goes the recurring nightmare described by assorted critics of the many options for living usually lumped together as "co-ed housing."

Some critics of the system are vehement. In Florida, a member of the board of regents referred to dormitories in the state colleges as "taxpayers' whorehouses" because of liberal visitation privileges. (A recent decision of the board has somewhat limited visitation privileges throughout the state system.) And in Michigan, a candidate for the board of trustees at Michigan State University said liberal dormitory policies provide an "opportunity for total immorality."

Are these charges justified? Before an answer to that question can even be attempted, there must be some clarification of exactly what co-ed housing is. The label is applied to many varied types of housing options, but the immediate image it conjures up of boy-girl roommates is not one of them.

A survey of co-ed housing options must begin with what arrangements were made a century or so ago when women became students in previously all-male colleges or in newly established co-educational ones. At this stage, the two sexes would generally live not only in separate structures but sometimes on opposite sides of campus as well. Somewhat later, several men's colleges created affiliated women's colleges with separate campuses, although a few remained bastions of isolated male supremacy until recently.

The next step is the co-residential hall, usually separated into two wings. Men live in one wing; women, in the other. Both sexes meet and mingle through common dining and entertainment areas located in the area connecting the two wings. Doors in this connecting area can be closed and locked at night.

A modification of this plan places men and women in alternating floors of the same hall. Under the layering plan, doors to women's floors may have panic-bar locks, which are locked to outsiders during closed hours; only floor residents with keys may enter.

Barring the presently unacceptable boy-girl roommate arrangement, the alternating room or suite plan is the logical extreme in co-ed housing plans. With this option, men and women live in alternating rooms on the same floor. If the room structure is such that two rooms are connected through a bathroom to form a suite, men and women live in alternating suites.

At the University of Michigan, 7,350 of the 8,000 available spaces for unmarried undergraduates are in co-ed dorms (650 women live in single-sex buildings). Most of the spaces follow the layering plan, but 600 spaces alternate by sex on the same corridor. Co-ed corridors have separate communal toilet and bathing facilities for men and women. Students who are under 21 must have parental permission to live on floors with alternating rooms.

The only university-level restriction is a prohibition on cohabitation, according to John Feldkamp, director of housing. Any other rules are made by the students in each building.

Any additional unmarried student housing to be constructed will be apartment-style, Feldkamp says. Units with varying numbers of bedrooms will permit two to six students of the same sex to room together.

At Stanford University, 98 percent of men living in dorms and 79 percent of women living in dorms are in some sort of co-ed housing this fall. Most (2,260) live in layered dorms; 494 live on floors with rooms alternating by sex and an additional 124 live in a co-ed high-rise apartment building. Each dorm sets its own rules.

Various combinations of visitation privileges further complicate the multioption nature of co-ed housing. These range from permitting members of the opposite sex only in a central lounge area and only during certain hours to permitting guests of the opposite sex in one's room "if the door is kept open the width of a wastebasket and the couple's feet are on the floor at all times" (as an old regulation at many colleges required) to 24-hour open house with an escort to 24-hour open house without an escort.

The unescorted 24-hour open house option is generally limited to men's floors; women's floors with 24-hour visitation require an escort. Enforcement of the regulations, a critical factor in considering them, is also a variable factor. At Michigan State, enforcement is left largely to residents and student resident assistants, who tend to err on the side of leniency.

These arrangements can undoubtedly cause some problems. Physical security of the rooms and residents is a problem when almost anyone has a right to wander through the halls. Women resident assistants complain about the occasional male visitor who becomes obnoxiously loud and refuses to leave; calling the police in such instances may seem a harsh answer, but it is sometimes the only one. Security locks and doors are of little value when the residents themselves leave them open.

Roommate rights and privacy may also become sticky questions. Conflicts easily arise when one per-

son wants to entertain and one wants to study. And only a very understanding roommate is willing to look for another place to sleep when he returns home late at night to find his room already occupied.

Co-ed housing has its good points, too. Maintenance staffs in halls with the alternate floor arrangement at MSU report that the male students' rooms have fewer "girlie posters" and are better decorated and noticeably cleaner than before. And with the informal contacts which the system allows and encourages, men and women learn that the opposite sex is human after all.

Such informal contacts do not have to come from an actual co-ed residential system, of course. At the University of West Florida, for example, men and women are housed separately in small houses which are grouped in co-ed clusters of three houses. Each house has a courtyard, and the interior foyer walls around the courtyard are of glass. Because of this wide use of glass, living on a co-ed basis in alternating foyers might be impractical.

Furthermore, Bernard Dougherty, the assistant director of housing, says actual co-ed living would make no difference: The 476 men and women residents at the university share a common dining hall and game room, and liberal visitation privileges allow a great deal of freedom.

"The way the houses are situated, there is social accessibility even without co-ed housing," Dougherty says. "If we did put boys and girls in alternating foyers, they could mingle in the courtyard, but they can do that anyway with visitation."

Critics of the co-ed system seem to think that residents of co-ed dorms spend all their time making love. There is no denying that the opportunity for sex is present, but it is probably unfair to claim that co-ed housing promotes sexual promiscuity. Proponents of the system argue that the sex which does occur would happen elsewhere if the rooms were not readily available.

Undeniably, co-ed dorms provide an opportunity for boys to meet girls and girls to meet boys. That, indeed, is part of their function. But meeting does not always mean mating. In fact, there is evidence to suggest that the opposite is true.

A study of a layered floor hall by MSU psychology graduate student Javon Jackson indicates that the "family image" resulting from such an arrangement actually decreases the frequency of sexual relations and drug usage. The initial study (as yet unpublished) reports that while 60 percent of the university's co-eds have engaged in sexual relations, 52 percent of the co-ed hall residents (male and female) answering a survey denied having sexual relations and only 18 percent said they engaged in sexual relations frequently.

The hall's head adviser said the relative lack of sex was due to "the strong peer groups, the lack of privacy, jilted lovers, and activity programs." She added that "living in a small co-ed unit causes residents to develop nonsexual friendship relations mainly because of the social pressure of the hall." And an assistant professor of psychology who helped with the study noted: "Most of the girls perceived the guys not as friends or lovers but as surrogate big brothers who would not approve of sex or drugs."

Less statistical reports also emphasize this conclusion. Feldkamp says building directors at the University of Michigan have observed fewer problems of sexual promiscuity on the floors with alternating rooms than in the other co-ed arrangements, and attribute it to the "one big family atmosphere" present in the alternating room plan.

It would be just as foolish, of course, to generalize from such statements and suggest co-ed halls as a method of combating sex on campus as it is for critics of the system to generalize from specific sexual contacts of residents and condemn dorms as "taxpayers' whorehouses." Human relations are, after all, a little more complex than that sort of reasoning suggests. But the studies do weaken the critics' arguments.

So long as apartment complexes in college towns offer essentially the same options anyway, there seems to be little reason for colleges not to offer the alternating room/suite option to their on-campus students. After all, colleges are not attempting to force students into co-ed housing against their will.

The co-ed arrangements appear to be popular. The number of students living on floors with alternating rooms at the University of Michigan in January 1969 was 38; when school opened this fall, the number had jumped to 600. The ratio between the sexes on these floors is about 50-50 (reflecting a considerable shift in the attitudes of women students and their parents since pre-1969, when men were interested in co-ed floors but could never find women with whom to integrate).

Larry Horton, Stanford's assistant dean of students, says that in early August 391 students were waiting for co-ed housing, but only 10 for single-sex housing. If waiting lists are any index of popularity, the co-ed option seems to have won out at Stanford.

A co-ed housing system presents problems, to be sure. But the problems are individual ones, and must be met by individuals. Students must stand up for their own rights of privacy against inconsiderate roommates instead of having university staff do it for them. Parents who do not wish their son or daughter to live in a co-ed dorm must similarly tell them so themselves rather than passing the buck to college administrators.

Decisions will not always be easy for students and the consequences of co-ed housing may sometimes be discomforting. But the self-reliance gained from such an experience might well prove to be one of the most valuable parts of one's college education. For in the words of pop songwriter Graham Nash: ". . . And in the end remember it's with you you have to live." □

TODAY'S EDUCATION FORUM This topic will be discussed further in Today's Education Forum. (See page 25.)

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URBAN AFFAIRS—RIGHT ON!

WILLIAM L. BOMBECK, *on leave as supervisor of secondary social studies, Dayton, Ohio, public schools.*

□ **The community of Dayton, Ohio, provides the content** for a recently developed social studies course. Called Urban Affairs, the course, which is open to twelfth graders, started as part of a summer program.

Dayton's public schools have always had an outstanding summer program. High school students may attend one of four different high schools that offer summer school programs. A class period runs three hours—an ideal block of time for field experiences.

The first Urban Affairs class was scheduled in a high school in an integrated neighborhood to make sure the group would be racially mixed. The school was only two blocks from a bus line that could whisk the kids to most urban areas of interest. (Students paid a lab fee for the course that covered transportation costs on local buses.) The school board, which was sympathetic to the program, provided school buses for areas inaccessible by public transportation.

One inspired idea that has become a basic part of the course is to have students travel throughout the

High school boys from an Urban Affairs class (with helpers) planted trees in a minipark near the downtown area of Dayton.

city taking pictures and taping interviews with residents. After taking these tours, students from black and white middle-class families realize that they had really not known their own hometown until they had the chance to interact with the residents of the "other" areas of the city.

This aspect of the course has sometimes led to interesting projects. For example, after one class was deeply touched by the inadequacy of a minipark they had visited, the kids secured donations of trees and shrubs and spent some of their own money and several afternoons (nonclass time at that!) making improvements in the park.

When several mothers in the area vehemently rejected these efforts, which they regarded as indicating a condescending concern for the neighborhood, the students were taken aback. Rather than ignore this unexpected put-down, they invited the mothers to discuss these feelings with the class. A tearful and poignant dialogue took place, which ended in a greater understanding between the mothers and the students.

The phenomenal success of two summer school courses in 1969 and 1970 (it was offered again last summer) spurred the introduction of the program as part of the regular curriculum at Belmont High School in September 1970. Belmont has a traditional schedule with six hour-long periods a day. To allow enough time for the trips in the curriculum, the two Urban Affairs classes were each scheduled for a two-period block—one at the very beginning of the day, the other at the very end. (This fall Belmont has added a third two-period block.)

Using the city as a lab provides a variety of experiences. Visits to such places as the Dayton Art Institute and an outdoor museum, known as Deed's Carillon Park, give students insight into the cultural advantages of urban living. Classes have also visited a sewage disposal plant, the local correction farm, a halfway house for alcoholics, and a rehabilitation center for drug users. A social worker specializing in child abuse cases has taken students from the class with her during some of her investigations. Parents frequently have accompanied classes on the tours. Many of the resource persons for the course are graduates of Belmont High School.

Before each field experience, resource speaker, film, or filmstrip, the class has a prep period in which students are briefed about the forthcoming event.

Obviously the class makes great use of the inquiry method and primary sources. Why should students read Michael Harrington's *The Other America* when they can walk through a poor neighborhood and speak personally to the residents about their problems? Why should students listen to a lecture about the work of Alcoholics Anonymous when they can visit a halfway house and speak to men who have been helped to "kick" the habit?

Paperbacks and textbooks are also available for student use, however. The school library offers a wide variety of materials to supplement class discussion and field experiences.

For discussion purposes, the class is divided into groups of five or seven students who select a chairman and a recorder on a rotating basis. (The instructors have found the I/D/E/A Institute's film, *Learning Through Inquiry*, to be helpful for guidance in setting up small group activities.)

Group discussions are recorded, and then the groups exchange recordings so that everyone can hear each discussion. The recordings are kept and made available to absent students for replay. Each small group also has acetate sheets and markers, which they can use with an overhead projector to share their conclusions with other class members who may wish to benefit from their ideas.

After each program, students present an evaluation to each other and to the teacher. They don't get off the hook with a lot of platitudes or barbed criticisms; all of their evaluative comments must be backed up with reasons and facts. The most significant part of the evaluation comes when students consider the question: What did *I* do to enhance or hinder this program?

Subsequent programs are revised, rescheduled, and sometimes cancelled on the basis of the students' reactions. The written evaluations are also used as the basis for the grade that the student earns in the class.

Kids, parents, and teachers at Belmont say that Urban Affairs is here to stay. So are some offshoots of the course.

The social studies staff has developed an independent study program that capitalizes on the interest of the course. Because students cannot take the Urban Affairs course a second time, they may use study time or after-school time to reexamine some of the exciting projects and programs that their class explored in the course. One of the members of the team teaching Urban Affairs is the coordinator of the new program.

Over 300 Belmont students are enrolled in the program this fall. In addition, students from four other Dayton high schools are taking the course at Belmont. They are doing so under the provisions of the so-called Magnet Schools program, which enables students to enroll in courses that are not offered by their home high school.

What ingredients have helped to make this program such a success?

1. Committed teachers. The instructors have the courage to listen to student suggestions and to follow their recommendations.

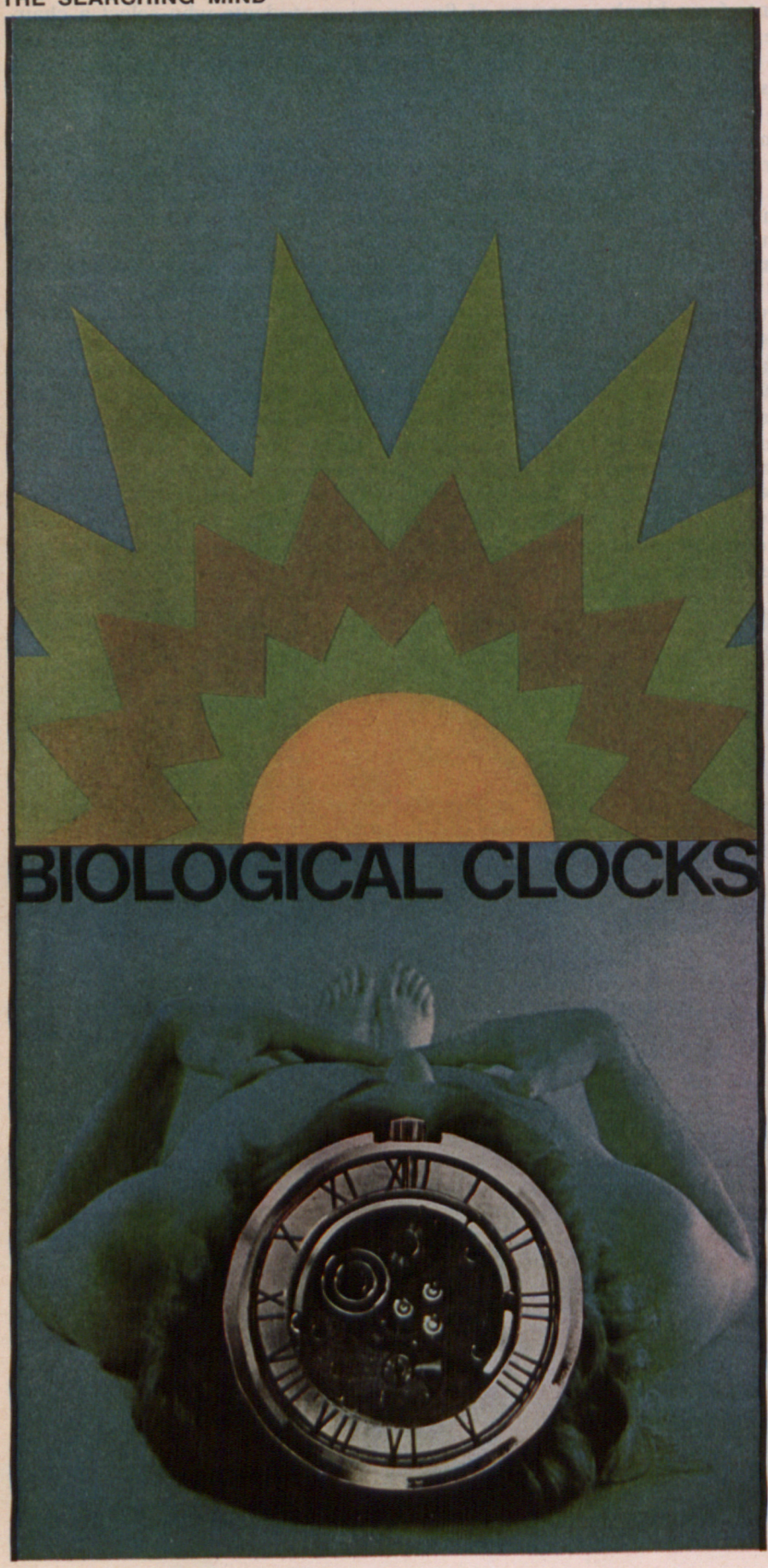
2. A sympathetic and supportive central office and a cooperative building administration.

3. Student involvement in the evaluation and planning of the program.

4. A receptive community.

5. A bunch of sharp kids who have found that social studies is more than reading a chart in which the "bill" follows the tortuous route from Congressional committee to committee and finally leaves the President's desk as a "law."

6. Acceptance of the four-letter word—*work!* □



BIOLOGICAL CLOCKS

□ **Invisible rhythms underlie most** of what we assume to be constant in ourselves and the world around us. Though we can neither see nor feel them, we are nevertheless surrounded by rhythms of gravity, electromagnetic fields, light waves, air pressure, and sound. Each day, as the earth turns on its axis, we experience the alternation of light and darkness. The moon's revolution, too, pulls our atmosphere into a cycle of change.

Man may be unaware that his body temperature, blood pressure, pulse, respiration, blood sugar, and hemoglobin and amino acid levels are changing in a daily rhythm. This rhythm is denoted by the popular term *circadian.* It means "about a day," from the Latin, *circa dies.* The levels of adrenal hormones in man's blood and concentrations of essential biochemicals throughout his nervous system show the influence of the circadian cycle. So, too, does urine. The contents of the urine fluctuate rhythmically, not merely according to the time of liquid intake.

In health we have an appearance of stability that cloaks a host of rhythms and hormonal tides, intermeshed with surges of enzyme activity, production of blood cells, and myriad other necessities for life. Our smoothness of function seems to rest upon a high degree of integration among these internal "clocks." Our circadian production lines may act as timekeepers for us, as guides in our periods of activity or rest, as distributors of our dreams and of the tidal motions underlying our ever-shifting moods.

The corollary of all this circadian change is very dramatic, for a creature's strength and weakness also vary, depending upon biological "time of day." Life and death may hang in the balance of timing. Mortality has been decided, experimentally, not by the amount, but by the time of day that a rodent received X rays or was injected with pneumonia virus, bacteria, or drugs. In one experiment, rats were kept on an artificial day-night schedule and

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This article is adapted from a monograph, *Biological Rhythms in Psychiatry and Medicine,* prepared by Gay Luce for the Program Analysis and Evaluation Branch, National Institute of Mental Health.

at two-hour intervals were injected with potentially lethal amounts of amphetamine. Around 6 A.M. (the end of their activity period) mortality was low—6 percent; but at midnight (the peak of activity) 77.6 percent died. As we should expect, drugs also affect man differently according to the body's biological time of day.

Although the day is our most important social cycle, there are others that alter us. A woman differs at the various points of her menstrual cycle, which, interestingly, is the length of the lunar month, on the average. These monthly hormonal tides influence not only her physiology, but her emotional responses, performance, and, as some slight evidence suggests, even the content of her nightly dreams.

Men also exhibit a few signs of monthly change. One researcher arranged to follow and question a group of industrial workers in their plant. For many weeks, he quietly haunted the men, all "average guys," with his checklist of questions. By the end of the study, his data showed signs of four- to six-week cycles of emotional change. In some men, the shift from amiability to a period of tension and irritability came almost imperceptibly.

Advances in data analysis will probably reveal many as-yet-undocumented slow rhythms in man. Even known seasonal and annual rhythms are difficult to study. We secrete something called "summer hormone" that helps reduce body heat, but we still know little about it and what triggers its secretion.

Until the last several years, man's annual rhythms were largely a matter of anecdotal reports or very sketchy statistics. In the temperate zone, at least, there are several distinguishable rhythms. Arteriosclerosis deaths peak around January; suicides around May. Some of the keys to mysterious disorders, such as the "arctic winter hysteria" reported among Eskimos, may lie buried in the time cycles of man's physiology.

People who can "set" themselves for a night's sleep or a 20-minute nap and awaken "on time" are envied by all. Yet many creatures measure time as accurately as if they contained a timer. We have recently learned about the marvelous time sense of bees. In one experiment, they were placed in a salt mine in constant light and temperature and were found to feed at certain dishes only at certain times of day, despite the fact that they had no time cues from the sun.

Can time of day become a conditioned stimulus? Monkeys that were put through fear conditioning trials at noon each day showed, weeks after the trials ended, a rise in blood acidity near the hour of former trials. Perhaps in the brain's clock remain echoes of past events in the glands and circulatory system.

The human being's experience of time and the personal evolution of time sense have been more explored by philosophers, anthropologists, and historians than by physiologists and other medical scientists. Time sense and rhythm develop before language.

The child's experience of the passage of time seems to differ from the adult's. Until about age eight, time seems to pass slowly. In young children, each day is its own universe. Tomorrow is a barely comprehensible concept.

Furthermore, until a certain age, children do not seem to have a sense of the orderings of events or classification of order. Psychologist Jean Piaget reports one typical instance:

"How old are you?"

"Seven years old."

"Do you have a friend who is older than you?"

"Yes, this one next to me is eight years old."

"Very good. Which one of you was born first?"

"I don't know. I don't know when his birthday is."

"But come on, think a little. You told me that you are seven years old and that he is eight. Now which of you was born first?"

"You'll have to ask his mother. I can't tell you."

Young children seem unable to comprehend certain concepts and are often notoriously subjective in their perception of things. A physiological system that functions at a rate different from that of the adult may account for the child's feelings about the duration of time—or at least for his subjectivity.

We all know that our perception of time intervals varies. Accurate estimates of short-time intervals depend upon some internal pacemaker. Perhaps in a monotonous situation, the stimulus input is too low, while in exciting situations the input is excessive relative to an internal pacemaker.

Hudson Hoagland of the Worcester Institute of Experimental Biology once asked himself, "If clock time perceived requires motion, and we judge time with our brain, would the velocity of chemical metabolism alter our time sense?" If metabolism and temperature were high, two minutes of brain time might pass in only one minute of clock time—and we would think that time was dragging.

In the early 1930's, Dr. Hoagland began thinking about time sense, body temperature, and chemical kinetics. Around that time, his wife had a bad case of flu. One afternoon her temperature reached 104, and she asked him to go to the drugstore. He was gone 20 minutes but when he returned she insisted he had been gone for hours.

Since his wife was usually very patient, this intrigued Hoagland. He took a stopwatch and, without telling her why, asked her to count to 60 at a speed she thought was about one per second. She was a trained

musician with a good time sense, but she counted to 60 in many fewer seconds.

Throughout her illness, and later when she was well, Hoagland repeated the test some 25 times with consistent results. When his wife's body temperature was high, she counted fast, and vice versa.

Hoagland also raised the body temperature of student volunteers by diathermy and tested their perceptions of short-time intervals before and during raised temperatures. Like his wife, the students counted faster when their body temperatures were high, suggesting that perception of short-time intervals may be modulated by a metabolic-chemical pacemaker system in the brain.

As we progress from childhood to maturity, the rate at which we consume oxygen declines and, indeed, the metabolism slows. Does the child's higher metabolic rate suggest why time seems to move so slowly for him while it passes swiftly for the elderly?

A number of people have explored the questions asked by Hoagland. In 1962, some researchers asked 450 people to tell them the time of day without looking at a clock. They asked the question at six different points between 8 A.M. and 6 P.M. and averaged the estimates at each time. The subjects were most accurate between 8 A.M. and 10 A.M., and again around 4 P.M. During midday, people typically misjudged the time, thinking it earlier; while at the end of the day they asumed the hour was later than it actually was. There was no doubt that their subjective sense of the clock hour varied in a predictable way, following a diurnal rhythm.

In 1968, a researcher showed that the estimation of short-time intervals varied in a way that correlated with body temperature. His subjects, when asked to denote an eight-second interval, consistently made the interval shorter when their body temperatures were at their peak, and longer when their temperatures were lower—much as Hoagland would have predicted.

A French speleologist exemplified one of the strange misperceptions of time that seem to occur during isolation. After 60 days in a cave isolated from all normal time cues, he emerged thinking he had been there only 35 days. Many factors influence the perception of both long- and short-time intervals.

The spectrum of biological rhythms is enormous. Some have periods of a year or longer; some, such as certain brain-wave rhythms, are of high frequency.

We are often aware of the rhythm of the heart, but some of our other body rhythms we rarely notice. Skin temperature, for instance, particularly the temperature of the hands and feet, changes in a circadian rhythm. Ordinarily, during sleep, temperature is higher on the left side of the body; and during the day, slightly higher on the right.

This alternation in skin temperature has gone as unremarked as the alternation we experience in breathing. We do not breathe evenly through both nostrils at once: We alternate. A normal man will breathe mainly through one nostril for three hours, while the tissues of the other are slightly engorged. Then, in a three-hour exchange he will breathe predominantly through the other nostril.

A healthy person lives in harmony with his environment. Only when he takes a jet trip across time zones and experiences discomfort as a result does he become aware of interior schedules. To function smoothly, man's infinitely complicated system—analogous to some extent to an exceedingly complex watch with millions of intermeshing gears inside—must rely on an orderly sequencing of millions of events. Since not all physiological functions adjust to jet travel at the same speed, internal rhythms become temporarily dissociated. Some may shift within three days; others may take longer than a week to adjust.

In the hierarchy of environmental time cues that living things seem to use to orient themselves, light is a most prominent synchronizer of activity and physiology. Throughout most of history man timed his actions by natural light, accepting this axiomatic part of the environment and its daily and seasonal changes, without imagining that it might play a more than external role in behavior and physiology. However, people did notice that plants responded differently to seasonal change, and even to the daily alternation of daylight and darkness.

Birds and mammals, in more complex fashion, also seem to exhibit light-sensitive cycles. For rodents and for man, the alternation of light and darkness seems to trigger activity within the nervous system that in turn helps to regulate physiological cycles.

In the course of many experiments, light was found to accelerate the cycles of diurnal creatures and delay the cycles of nocturnal ones. The intensity, wave length, and phase of light in the 24-hour cycle all influence the rhythm. In constant light, nocturnal animals generally do delay activity, while diurnal animals accelerate. In exceedingly intense light, however, human beings and some mammals have shown delayed activity. Possibly, light has a different effect depending on the phase of internal cycles, and these may include cycles with long periods, such as a month or a season.

Generally, as the days lengthen in spring and the light intensity increases, nocturnal animals increasingly delay their activity period, while the diurnal animals awaken progressively earlier. Changing ratios of light and dark, along with changing wave lengths and graded temperature changes, give cues that prepare living beings for the coming season in the latitude in which they live.

There is now some evidence that man's circadian rhythm of adrenal corticosteroids in blood may be shifted by manipulations of light and darkness. A study of 50 people blind with cataracts showed that they had abnormal endocrine rhythms. After a successful operation restored visual acuity, certain of these rhythms returned to normal.

The far-reaching effects of light

(*Continued on page 63*)

YOU MAY NOT AGREE, BUT . . .

We're Failing To Teach Effective Talking

says **THEODORE F. NELSON**, *professor, Department of Speech Communication and Theatre Arts, St. Olaf College, Northfield, Minnesota.*

□ **Inability to communicate in a true sense represents** reality in our time. Although we have more communication facilities than man previously had been able to imagine, most of us are spiritually isolated from our neighbors and even our friends. We spend many hours a day listening to radio and TV and don't know how to establish or maintain satisfying relationships with members of our own households.

What, we education-minded Americans might ask, are the reasons for this predicament? The answer, I believe, can be found in our training—in our education. I would suggest that we do not offer bona fide communication courses in our elementary and secondary schools. The speech programs we do have fill only a small space in the curriculum schedule and reach only a few students. Moreover, these courses usually concentrate on platform speaking and debate rather than on the kind of training which would enable students to carry on meaningful conversations with others.

Few educators see any relationship between problems encountered in the communication of parents with children, faculty with students, labor with management, and whites with blacks, and the utter lack of serious oral communication courses in the schools. To me, the failure to prepare students in effective talking, especially in the face of the complexities of human affairs at this time, is a tragedy.

Those of us who profess to be experts in oral communication are not blameless. Students who enroll in our classes receive instruction which slights important aspects of communication. Typically, we focus assignments on short talks presented in front of the class and later evaluated by the teacher. During a class period, six to 10 trembling students may speak before an only moderately interested teacher.

Our society needs well-trained platform speakers, but oral communication training which is limited to platform speaking does not offer students the important elements of oral discourse. Let me illustrate by listing a few common irritations you and I experience every day in our talking relationships.

The person who monopolizes every conversation or discussion not only brings misery to his listeners but also tends to get intoxicated by his own verbal output. Training in platform speaking is a poor way to get at this factor in the communication process.

Another irritant stems from the feeling that talkers are motivated primarily by personal needs. Only rarely do I encounter a speaker who seems genuinely interested in *my* needs—who cares whether or not I might have an experience to share or an opinion to express. Training in platform speaking often overstresses the student's own speech goals instead of helping him relate to the needs of others.

Still another irritant results in what may be called the general communications credibility gap. This state manifests itself in part in the kinds of subjects speakers choose for discussion. Topics dealing with nonpersonal beliefs or attitudes are preferred to those touching on intimate personal feelings. Yet meaningful relations with others can develop only on the basis of understanding what goes on in the inner realms of a person's life. In a true sense, divorcing personal beliefs, attitudes, and feelings from our message results in an artificial situation.

Much lack of openness in interpersonal communication probably is traceable to early conditioning. Parents, teachers, and other meaningful persons in our life, rebuked us when "private matters" were discussed with others or when we were frank and honest with them about our feelings, attitudes, and opinions. Again, this obstacle to open communication is difficult to cope with in a public speaking context.

How can we revamp our basic speech courses so as to make them really effective? I have come to the conclusion, after a lifetime as a speech teacher, that the most valuable thing we can do is to train people to limit their output, to speak with the communication rewards of others in mind, and to cultivate the sort of openness that begets trust. All can be taught in a format of *informal* speaking assignments.

We must design effective opportunities for small groups of two or more students to carry on dialogues, conversations, and interviews. Techniques must be developed to help students cope with the kind of communication problems identified earlier. These should focus on developing in students greater sensitivity to how others respond to their verbal messages and on acquiring a willingness to take greater personal risks in oral communication. Most students need training in interpreting feedback cues. Small group formats, where all members can enter into oral relationships on a risk-taking basis with a foreknowledge that adverse reactions by their peers will not bring dire consequences, seem much better suited to learning how to cope with today's communication needs than does training in platform speaking.

Only if schools can accomplish this can I foresee the possibility of managing the conflicts created by expanding populations, diversification of interests, and the increasing complexity of modern society. □

Special Feature on Reading: Recipe for Reading

W. BEATRICE ZIEGENFUSS, *teacher, third grade, Ingalls School, Wichita, Kansas.*

□ **Every elementary teacher has his own special methods** for teaching reading which he counts on to bring success in the classroom. Nevertheless, he sometimes fails. This was true for us at Ingalls School. We were experienced teachers who read widely and worked hard, yet when some children did not learn to read, we could not believe they were to blame. It had to be our techniques that were at fault. So we decided to try out a new recipe for reading.

In grades one, two, and three, and in kindergarten, our recipe proved so successful that we plan to extend it through grade six. May I share it with you?

These ingredients were part of our reading recipe: (a) an aggressive principal—who can raise money and implement the apparently impossible; (b) a college professor—who has ideas and gives of himself freely; (c) a hardworking staff—including janitors, aides, and librarians; and (d) a ghetto school—full of poor readers and nonreaders.

Our equipment included a standard reading series, cassette tape recorders, tapes, and players; overhead projectors and transparencies; earphones, adapters, and tables; and library books and basal readers.

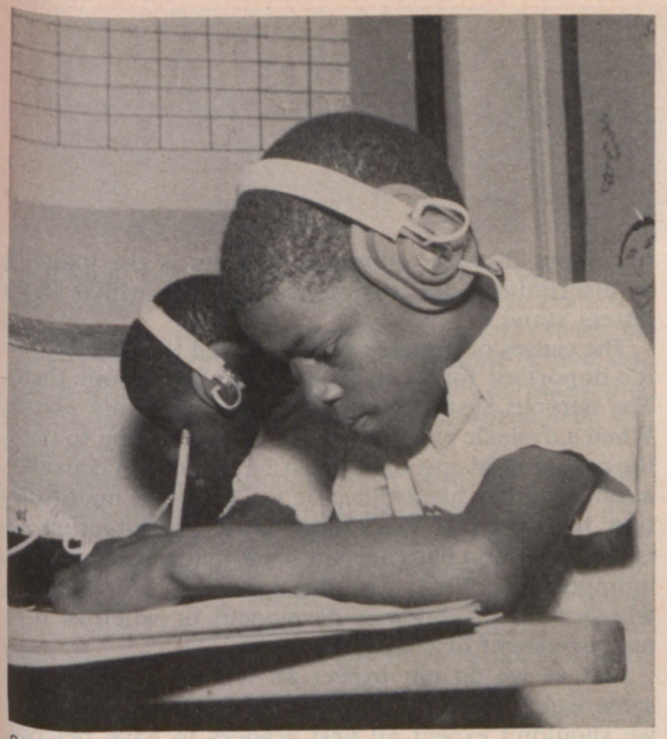
Every chef is aware that when ingredients and equipment are ready, he must have the know-how to use them. We decided on a workshop during which we drew up objectives and discussed how to make tapes and transparencies from the basals and library books.

The literature part of our recipe for reading would definitely serve as the delicate sauce that would enhance and add flavor to the recipe.

We agreed to tape the high interest books which the school library had in multiple copies and those from the library distribution center of the Wichita Public Schools. (Eventually we would have over 600 different tapes.) The children would follow the book while listening to the tape. Each tape would be identical on each side—an expensive decision but one that saved a great deal of tape-rewinding time.

We taped the books ourselves, making only a simple introduction of title and author. Except for saying,

Children follow the book while listening to the tape.



Spelling words are also put on tape.

"Please turn the page," we read the books just as though we were reading them in class. We made no comment on the story or the pictures, lest we interfere with the child's own interpretation.

In the exact same manner, we taped the basals. However, as cooks will, we varied this part of the recipe from time to time in individual classrooms.

Teacher aides made transparencies containing linguistic patterns from a standard text, basic sight words, and basal vocabulary words. Teachers were free to make other transparencies using any material they wished. These were put into a notebook along with a work sheet of each child's progress which enabled us to tell at a glance which linguistic patterns to teach. Before beginning the patterns, we made sure the children had mastered the alphabet.

We used the transparencies on the overhead projector with small groups of from four to six children, or individually. The children read the linguistic patterns aloud. The teacher reinforced the correct response by repeating it after the child. As the children became skillful at reading the patterns, they delighted in taking turns being the teacher.

The sight words were used primarily for purposes of drill, but this was incorporated into games that teachers created in their classrooms.

For our spelling program we put words from a basic vocabulary series on tape and used an accompanying work sheet. No word was included until the child could read it independently. To avoid teaching what the children already knew, we first tested them on the spelling of the words on the list.

In making our spelling tapes, we pronounced the word twice, spelled it out, and then pronounced it again. In the first column on the work sheet, we wrote the word in longhand for third grade and printed it for the lower grades. The next column of the work sheet had the word "written" in a series of dots. The tape asked the child to trace the word following the dots as it was spelled. Column three repeated this procedure. After the word was pronounced for the last time, the child would write it independently in the fourth column. We did not cover up the words the child had just completed.

When we found the third graders reverting to print during the testing period, we returned to the more familiar form of print, thus enabling the children to avoid the additional stress of forming letters in the less familiar cursive form. (Since cursive writing is part of third grade curriculum we left it in the spelling program. During testing we encouraged but did not demand cursive writing.)

The main organization of our reading program evolved around three learning centers. Each center had from six to eight children taking part in teaching or learning-listening sessions of 20 minutes each—in the morning and in the afternoon. Between times, we taught other lessons and skills.

While six to eight children followed an interesting story at listening center one, a group of similar size listened to the basal reader at listening center two. A third group read patterns at the overhead projector with the teacher.

Different problems arose in the various "kitchens," but each teacher felt free to alter the recipe. The main results were that nonreaders were indeed beginning to read; reading achievement of poor readers jumped several grade levels; average readers became above-average. All became committed to reading, and library books that had once been checked out and in without being read began to show wear and tear.

Oral book reports now included everybody. Poor readers who had previously been unable to participate joined the discussion, asking for a turn to speak.

Almost as dramatic as the great improvement in the children's reading was the change in their listening habits. What a thrill it was for me to realize suddenly that my class was listening as a group and taking part in the lesson.

Our recipe for reading is open-ended. The more we create and experiment, the more time we have for teaching and the more the children learn. There is lots of outside preparation, but since we share this burden, it doesn't fall too heavily on any individual staff member.

We Ingalls "cooks" are still in the kitchen, and we believe we have a real gourmet recipe. □

Reading: The Dyslexic Child

ROBERT M. N. CROSBY, M.D., *associate professor, neurological surgery (pediatric), University of Maryland School of Medicine, Baltimore.*

☐ **Reading disability or "backwardness in reading,"** as the British say, may be traced to five major causes: poor teaching, subnormal intellect, cultural deprivation, emotional disturbances, or neurological causes. An entire article could be written on each of these categories, but our only concern here is with neurological factors.

Dyslexia is an acceptable term meaning the inability to read because of neurological misfunction. Unfortunately, this word has been taken up by people who are unschooled in neurology and its language, and it has been used in other contexts, resulting in great confusion as to meaning.

For the sake of accuracy, the term *dyslexia* should be reserved to indicate reading disability that is due to specific, demonstrable neurological abnormalities. Thus it may be a factor in a child who is classified as having a "learning disability," or it may be a symptom of so-called minimal cerebral dysfunction.

What causes dyslexia? Is it a disease?

When one hears a medical term, he immediately thinks it refers to a disease. Yet to be so classified, any process must always have the same origin and underlying cause and always show the same signs and symptoms. This is not the case with dyslexia, which is actually a complex condition, state, or dysfunction of multiple types.

From the neurological standpoint, reading is translation of marks on a paper into sounds, according to a recognized system. A disorder in this process may occur when (a) the child lacks the visual ability to recognize, identify, or comprehend the marks on paper, or the sounds into which these marks must be translated (language) or (b) when there are various integration problems between input and output—such as memory and sequencing.

Disorders of input in the visual system do not include problems involving eyesight per se. The need for glasses does not produce reading disability if the individual is able to see the page and the letters. In fact, sight is not basically necessary to read, for the blind use touch to read Braille. The most common visual input disorder is perceptual disability which occurs when the individual is unable to understand or recognize shapes or patterns (letters and words) by the visual method. Similarly, the most common auditory input disorder or sound problem is the inability to discriminate the various sounds for which these letters stand.

The causes of dyslexia are too varied to tabulate, but it's important for us to know something about them. The nervous system can break down at many places. When a dyslexic child has difficulty in learning to read, the nature of his problem must be taken into consideration. Whether his dyslexia is the result of malformation, birth trauma, later brain injury, or infection, or is an inherited characteristic or a maturational lag is unimportant. What *is* important is determining whether his disability is permanent or whether it is nonpermanent or changing.

Just as we do not expect all children to have the same weight or height when they start first grade, so we shouldn't expect all first graders to have reached the level of brain development which enables them to differentiate one letter or one sound from another. To classify children who can't make such differentiations as having "specific learning disability" or "minimal brain damage" is inaccurate because the classification makes no distinction between permanent and transient disability. Fortunately, the problems of about 80 percent of students with neurologically based reading difficulties are transient or maturational.

Do all dyslexic children appear the same?

The answer is no. The nervous system is a complex organ containing millions of interconnected cells. As a result, each individual's appearance and personality are different. For example, one child with an educational problem may react by becoming overactive and loud while another may become quiet and withdrawn. Furthermore, since disabilities vary in degree, type, and origin, one can encounter all shades and variations between extremes.

As time goes on, the child with dyslexia recognizes that he's unable to perform in the same way as his peers or in the way he thinks his parents require. He then builds up emotional difficulties on top of his neurological ones, making a solution even more difficult.

All children who experience difficulty in reading make the same errors of sound substitution or letter reversal; all read by context or "fake it" from the illustrations. These observations, therefore, do not enable a teacher to differentiate between a dyslexic child and one who is deprived, retarded, disturbed, or poorly taught.

How can the teacher identify the dyslexic child from other problem readers?

The classroom teacher plays an important role in

Dr. Crosby (with Robert A. Liston) wrote at greater length on this topic in *The Waysiders, A New Approach to Reading and the Dyslexic Child.* Delacorte Press. 1968

identifying the child with dyslexia. When confronted with a child who has difficulty in learning to read, the teacher must try to separate the major causes of "backwardness in reading" to determine which approach to use. (If the teacher is unable to make this separation, he may need to call on specialists for assistance.)

The teacher's personal contact with the child and his family provides the most useful information. The teacher is aware of the possibility of emotional disturbances in the home, of deprivation, of a multilingual background, of health problems, and of frequent school transfers because of family mobility. All of these give hints as to the origin of the student's reading problem.

Certainly, the child's behavior in areas other than reading may lead the teacher to suspect emotional disturbances or the presence of subnormal intellect. The school psychologist would be the best resource person to confirm or deny these suspicions.

The classroom teacher, then, is the basic and most important unit in the team which may be necessary to identify, fully describe, and recommend a remedial plan. Knowledge of the child and his background and his functions in all areas enables the teacher to call in various specialists either through school referral or by having the family seek neurological examination of the child if a school specialist is not available.

The more informed every classroom teacher is concerning the development of a child's nervous system, the more accurately he will be able to determine the child's need for special services or specialists. (This calls for all classroom teachers to be more aware in these areas, which, in turn, calls for improved teacher training in the mental and emotional development of children.)

How can specialists help to identify the dyslexic child?

Identification of the child with a reading disability is often based on the interaction of three trained specialists—the teacher, the psychologist, and the neurologist.

The teacher must be aware that a child is having difficulty in learning the reading process, which is a little different from having difficulty reading. Identification of this child may tax the teacher's ingenuity, but if he fails in the effort, the problem may not be recognized until the child's parents become aware of it—several precious years later.

Once the child is identified, testing in the areas of reading performance and capability in many areas of psychological function as well as assessment of the child's neurological ability and maturity is necessary. The final diagnosis or description of the child's scholastic disabilities—as well as his abilities—must then be a synthesis of testing and experience in these three areas.

Ideally, this is done by at least four different people —the classroom teacher, the reading specialist, the psychologist, and the neurologist. Finally, the school principal or administrator should be involved so that a prescriptive solution can be designed which is practical from the standpoint of school management.

It is not always possible or necessary to hold a personal conference for every child. In many instances, the classroom teacher and the school administrator can review letters or reports from various specialists and make suitable arrangements. Only when children have major or severe disabilities is a multiple, in-person conference necessary.

What methods are effective in treating the dyslexic child?

One of the most disabling factors affecting the dyslexic child is the psychological trauma produced by his inability to perform as well as his peers. Attempting to prevent emotional difficulties is therefore the most important aspect of treatment. Those who are involved with the child, whether they be the classroom teacher, remedial specialist, school administrator, or principal, must all be concerned with maintaining the child's sense of worth and his personal dignity.

The dyslexic child needs both acceptance and approval. He needs to feel that he is an intelligent human being with many good qualities even though he has an impairment which makes it difficult for him to read. The classroom teacher can help the dyslexic child to realize that he will have to work harder than his classmates and that his progress may be slow. And certainly the dyslexic child needs protection from ridicule—especially from the members of his class.

An additional effort must be made to maintain the child's intellectual level in areas of information which would normally be acquired through reading. Some articles in the past have pointed to a deficient fund of information in comparison to age and grade as the cause of a language disability in all dyslexic children. This interpretation is backwards. As the reading process becomes more and more important as the major source of educational input, the meager level of information and vocabulary of dyslexic children in relationship to their peers is due to the reading disability rather than a cause of it. The teacher who is aware of the child's problems and impairments can make allowances for his performance in reading and writing. Knowing that the child may have a good deal of information even though he cannot write it down on paper,

the teacher can build the student's self-confidence by administering an oral rather than a written examination.

As a neurologist rather than an educator, I find it impossible to discuss all the methodology involved in the special training given the dyslexic child. Certain facts, however, have a neurological basis and should come under the purview of the specialist in neurology.

There is no evidence, for example, which indicates any transfer from motor training to reading—no evidence to show a factual, neurological, or developmental relationship between perceptual ability and motor coordination which is causal. They often *appear* together but are *not* causal to each other. Disorders of the two may appear in the same child, but they are not causal to each other. Motor training programs may interest the child, but they do not specifically aid the reading process.

Intensive perceptual training is also open to question. We still have no firm evidence that training in a slowly developing function accelerates development of the function. The Precision Training Program, used by Norris Haring, in the Child Development and Retardation Center at the University of Washington, may provide evidence of a method by which perceptual difficulty can be treated at the earliest possible time in its development. But at present this is still an area of uncertainty.

We must remember that each dyslexic child is different, and so no single methodology can be described as *the one best method*. Specific methods should be prescribed to fit the child—methods which are stimulating to him.

Where do parents fit into all of this?

Parental attitude is most important, for successful remediation depends on acceptance of the child and his problem by the parents. The child's parents must understand the disability, recognize that it is in no way connected with "intelligence," and be convinced it carries no social stigma. Generally, the first explanation the parents receive about the child's disability comes from the classroom teacher. So, once again, the teacher must be well-informed.

Parents play an important role in the maintenance of the child's self-image. Moreover, parents must have a certain degree of faith and trust in the school system and cooperate with the system in order to secure the best results for the child.

What is the responsibility of the principal and school adminstrators?

A school may "have no dyslexic children" because an autonomous principal says there are none. Another school has no dyslexic children because they've all been transferred to special education programs in other schools. Obviously, neither of these approaches is acceptable.

The unusual student is an administrative bother, but this is basically the child who needs school and its understanding most. Despite the fact that the dyslexic child skews all the statistics, the principal and the school administrators must recognize the special needs which will cause problems in personnel and planning as well as in dealing with the parents. The routine child is easier in every area, but ease is not what the long years of education and training were meant for. Both the principal and administrators will find they spend a disproportionate amount of time with the dyslexic child compared to the time they spend with the average student. This should not be considered unfair to the average student but rather a necessity.

What is the responsibility of school boards and the community?

School boards and the community must recognize the importance of helping the child with reading disabilities to become a happy member of society. His disability is in many ways no different from that of an individual who's color-blind or tone-deaf—except that his disability involves a neurological function that is necessary for him to function in society. It is essential that such a child be recognized by all as an intelligent, "normal" youngster.

Both school boards and the community must be aware of the necessity of a continuum of education for the dyslexic child, not only in elementary and secondary schools but also in college.

People who maintain some reading disability—even as adults—should be able to attend college and to work on a completely auditory-oral basis. This would mean listening to books instead of reading them, taping class notes rather than writing them, and taking oral instead of written examinations. Awareness and consideration on the part of every citizen are needed if otherwise dyslexic youngsters are to become happy, productive citizens in all the various areas of human activity.

The dyslexic child demonstrates how rapid expansion of educational requirements and intensity of instruction are now beginning to tax the developmental neurological assets of our children. This is bad only if we are unwilling or unable to assist those who fall by the educational wayside. We can find methods and personnel to assist all these children if we only realize the great necessity for doing so. □

Reading: Teaching Migrant Children

ARLINE LUND, *first grade teacher, Fruitville School, Sarasota, Florida.*

□ **I am a "mother hen" teacher. My "chicks" are dis**advantaged first graders identified as eligible for the Title I program at Fruitville School in Sarasota. My class is an interesting, if sometimes explosive, mixture of Southern whites, blacks, and Mexican Americans, and I am their white teacher from New England.

Many of my students come from migrant families who work in Sarasota County during the winter and then follow the crops to Texas, Indiana, Ohio, and various parts of Florida. The others come from our attendance district and a housing project inhabited primarily by black families in another part of the city.

Some of the migrant children, particularly the Mexican Americans, often stay for just a short time before moving on. I may lose three children in one day and gain two new ones the next. One little girl had attended four schools before coming to our class in April. Most of the black migrant children stay through the school year (they make a big effort to do so) before leaving for Ohio.

The biggest problem in getting a reading program under way is language—first I have to get the children to talk and then to learn to understand one another. The black children often have to interpret their speech for me, and I'm sure they have some difficulty with my New Hampshire accent. It was a child from another first grade, though, who reminded me as I introduced a film, "Not *Alasker*—Alaska!"

Last year I had several migrant children from Spanish-speaking families who understood no English when they arrived. Little by little, through various stages of understanding, they began to speak the second language. One "crisis" went like this:

"Are you hurt, Maria? Are you sick?" I asked. Only sobs from Maria.

"Yolanda, will you ask Maria why she is crying?" Quick conference.

"Him want sit by Johnny," Yolanda finally explained. So, a quick change of seats averted a major upset.

Yolanda's own first voluntary English sentence was a frantic "No paper grin" to let me know she hadn't received a green work paper, while Maria's was a laughing, "Mees, Mees, in-a-box, out-a-box!" as she mimicked my demonstration of *in* and *out*.

The children are old enough to be first graders, but tests in the fall indicate that nearly all belong in Level One, a prereadiness stage. So most of our time during the first semester is spent on language development.

Children need to understand the concepts which they will meet in all subject matter areas so that when they begin formal reading it will not be just word-calling. We are often amazed at the limited understanding many children bring to a story. Reading to children, telling stories, and "playing" stories help. Still, we must often stop to clarify word meanings.

In one story there was a reference to "going up in the attic to get something from the trunk." Up in the attic? In Florida? I stopped to explain and then asked, "What is a trunk?" After a while I got "an elephant's nose." So we talked about different kinds of trunks and soon knew there are suitcase trunks, car trunks, and tree trunks—as well as elephant trunks.

We use large pictures and charts to develop recognition of shapes, sizes, and placement. A favorite game finds us trying to identify objects in a bag by feeling and describing them. We also have records, films, filmstrips, and a tape recorder. Interest centers in the room contain materials for play and conversation—puzzles, books, dolls, dishes, a viewer, and a pegboard. Because of our migrant population, we also receive additional materials from Florida's "Right to Read" program—language tapes, films, writing materials, and sets of books.

Even more valuable than these materials are the volunteer aides from the community who work on a one-to-one or small-group basis with the children. At the beginning of the year, an aide may read a story to two or three children and talk about it with them. As the children start to read, the aide becomes a personal "audience" for each child, listening and explaining directions. The aides are also invaluable in helping students who have been absent to catch up.

A sixth grade boy also helped us last year, as part of his enrichment program. Carlos came once a week to read to the class. When the children discovered he was bilingual, they were overjoyed. Carlos often interpreted a story for the Spanish-speaking students—something I am not yet able to do.

Illuminating teacher insights always accompany the children's efforts to learn the letters and the beginning sounds of words. I remember being puzzled when I kept getting "b" for the beginning sound of a very clear picture of a worm. When I asked the children what the picture showed, I got the unanimous answer, "Bait!" Another day I corrected a boy who said the word turtle began with a "g" only to discover later that there are turtles in Florida which local residents call gophers. So, all of us are learning.

Field trips are an important part of our effort to enrich the children's experiences and encourage oral conversation. Most are school-sponsored, often in conjunction with other classes.

In addition, I plan various outings after school, tak-

Various materials and interest centers stimulate play and conversation.

ing a few children in my car each time. We've been to the beach and barbequed hamburgers and hot dogs after a swim. We have visited a nearby porpoise show, taken pony rides, and fed baby animals.

On these exciting occasions, we plan to get everyone home by 6:30, but somehow we always find an excuse for stopping at my mobile home as that seems to be a highlight—especially my doorbell. The pictures taken on these trips are "starters" for storytelling and later for creative writing.

I feel it is important to find ways of keeping in touch with parents, but this is difficult when you know some of them can't read or write. It has taken time for the black and Mexican parents to accept me, but I find they respond shyly, though appreciatively, to my interest in their children. (I have yet to see an unconcerned parent!) I'm always touched when they send me flowers, corn, or tomatoes after I've taken their children on an outing.

Actually, I became better acquainted with many of the Mexican parents as a result of Jimmy Angel's broken arm. Since Jimmy's mother had a day-old baby as well as three other small children I volunteered to go with Jimmy to the emergency room and to take him home afterwards. The following weeks, I took him for each of his checkups. The neighbors came out to see his cast, so it was easy for me to try talking with them.

I learn much from home visits. The children are always excited about having me meet their parents. One thing that never ceases to amaze me is that the children come to school so neatly dressed when they live in such impoverished circumstances.

The most vital thing I hope to teach my children is that each one of them is important. I want them to

begin to understand and respect themselves, for only in this way will they be able to like and respect others.

The need for identity is doubly important for migrant children who so desperately need stability in their lives. This need is demonstrated by their constant bid for physical reassurance—more than most children of this age demand. Many times during a day certain children will come to me, or to one of the aides, and lean against us, take our hands, or put their arms around us. A reassuring pat sends them back to work. It is at times like this that I think a "mother hen" is needed.

I try to seize every opportunity to promote positive feelings of importance and success. One such opportune moment came when, quite unexpectedly, we found ourselves taking part in an assembly program.

The children had been learning to jump rope, and I noticed how often they asked me to see some new stunt they could do with the ropes. I encouraged this activity as part of our perceptual-motor training. When we decided to try jumping to music, the children loved it. Soon they learned to jump in small groups as well as individually. We then developed a routine and did it for the whole school.

Actually, perceptual-power development is one of the specific programs for developing reading readiness. We use walking boards, teeterboards, and many physical activities to promote eye-hand coordination and large and small muscle control. The children are tested in these areas of physical development and perceptual-motor skills before actually beginning formal reading instruction. We feel that developmental maturity is a better indicator than some of the more accepted qualifications of a child's readiness for *learning* not just for reading. It is so important that a child's first experience with reading be successful. We must do everything possible to be sure he is ready to succeed before he experiences it.

A teacher feels a tremendous sense of accomplishment in working with disadvantaged children. They show such enthusiasm and joy in achievement that a single incident can "make" the day. One such experience occurred while there were volunteer aides in the room. None of us will forget it.

Althea was starting to read a few words from the basic reader. We'd found it difficult to reach her at first, but now she was enthusiastic. In the middle of the lesson she ran up to me fairly shouting, "Teacher, Teacher! *The* is in my *name*!" This tremendous discovery must be given its just due, so everything stopped while we underscored it.

"Children, look! Althea says *the* is in her name. Let's see if she's right."

Very dramatically I wrote her name in large letters on the board for all to see, while Althea beamed. There was absolute silence for a moment and then from the back of the room we heard Sandra's unbelieving wide-eyed exclamation, "Sho' *is*!"

If you should ask me, "Is it fun to teach migrant children?" I will try to correctly mimic Sandra's terrific, "Sho' *is*!" □

Reading: Remedial Reading via TV

MARY E. RICKETTS, *remedial and corrective reading teacher, Central School, Haddonfield, New Jersey; president, Camden County Council of Education Associations (CCCEA).*

□ **Wanted: teachers, children, and parents to participate** in a nationwide experiment conducted by a well-known, established firm. Qualifications: an open mind, curiosity, a sense of humor, a "today" feeling, and a willingness to stop, look, listen, and act. Access to a TV set is a must. For further information, keep reading.

Sound interesting? If so, why not click on your television set on Monday, October 25, tune in to the Public Broadcasting channel in your area (or possibly a commercial channel if your area has no PBS affiliate), and join the many others who will participate in an exciting new education experiment.

On October 25 (your local paper will give the time of broadcast), the Children's Television Workshop, producers of *Sesame Street*, will offer the first segment of a new show, *The Electric Company*, a program aimed at students who experience difficulty in acquiring the basic skills necessary for successful reading experiences. Second, third, and fourth graders with reading difficulties are the target audience.

For 26 weeks (in 130 half-hour programs in color), *The Electric Company* will help young viewers to see that printed words are merely spoken words written down—and that they can read and enjoy these words, with the help of a few basic keys.

Hopefully, the program will prove to teachers and parents that television can provide needed educational reinforcement, in an entertaining way. The show's basic ingredients are the talents of a repertory company of actors, variety, color, humor, rock music, electronic techniques, multiethnic faces, animation, and a fast pace.

Joan Ganz Cooney, president of the Children's Television Workshop, says the show was developed because "the problem of reading failure in this coun-

Miss Ricketts is serving as NEA's liaison with the Children's Television Workshop, producers of *Sesame Street*, in planning for CTW's new television program, *The Electric Company*.

try cuts a deep and tragic swath across all social and economic classes, and we want to reach as many people as we can."

According to David Connell, vice-president and executive producer of the Workshop, "a properly designed and executed show will be useful to all children and may appeal also to adults with problems in literacy. Our first aim is to produce an entertaining show. Unless we can attract and hold an audience, we can't teach them anything. Built into that program will be a curriculum designed to teach a basic set of reading skills to reinforce reading education."

Samuel Gibbon, producer of *The Electric Company*, states his belief that "reading and reading instruction increase in importance with each succeeding year of elementary school." He goes on to say, "Since a child who is an early reading failure tends to fall further behind his classmates as time goes by, the problems of motivation increase with age and grade level. We hope the show will help prevent reading failure for some children and serve as a measure of cure for others."

The Research Department of the Children's Television Workshop, under the direction of Edward Palmer, conducted extensive and varied research in preparation for the new show. Initially, seminars were held to define instructional goals. After these goals were stated in essentially final form by a panel of educational experts from around the country, two new types of activities were developed: (a) experimental production materials designed to teach the instructional goals, and (b) a battery of achievement measures to test target children.

Additional research determined what forms of television content would appeal to the target children. This was necessary, says Dr. Palmer, because "Here again, as with *Sesame Street*, we will be addressing a noncaptive, at-home audience and so will need to *earn* the privilege of addressing our target pupils."

The Workshop has prepared a manual for teachers, *The Electric Company*, which covers such topics as the developmental history and purposes of the new show, suggestions for using the segments, research results, and questions (with answers) most often asked about *The Electric Company* and its goals. Moreover, a teacher guide *(The Electric Company Newsletter)* is available on a regular basis for those wishing to use the show in the classroom. The guide lists the skills covered in each program, along with the approach used in covering these skills. Because the guide is available in advance, teachers can use it in planning their daily classroom activities. (Readers who wish to order either the manual or the guide series should write to the Subscription Department, Children's Television Workshop, 1 Lincoln Plaza, New York, NY 10023.)

Naturally, more than enough material is included in each segment for use in the classroom at any one time. However, there should be a skill in each show that all teachers of the target audience can use.

Since *The Electric Company* is designed to supplement the regular instructional program rather than to replace it, the teacher will have to decide how to use each segment and how to develop creative and supportive follow-up activities. Teachers know their students best, so the producers do not attempt to dictate such activities.

Some teachers will want to use a particular program to introduce a new concept; others may use it as a review. Certain teachers will want to reuse ideas, techniques, and characters from the show, while others may want to add new ideas, gimmicks, characters, and songs. The producers urge teachers to let their minds roll free, utilizing all their creative abilities and those of the children in drama, music, humor, and motion.

As *The Electric Company* developed, opportunities were built into the schedule for making corrections based on research findings, new perspectives, changes in opinion, and ideas from newcomers on the scene. It is in this connection that you, the educator, can become directly involved in the experiment by answering the want ad at the beginning of this article. As *The Electric Company* goes on the air, the producers look to you for midcourse corrections and suggestions. David Connell says: "The trick is not so much to get one hour's tape . . . but to maintain and improve the quality, the spontaneity, the overall entertainment and educational impact of the show."

The producers also look to you and your students for answers to these questions:

- Can children with very different economic, social, and ethnic backgrounds benefit from a show of this kind? Is it possible for the television medium to bridge this tremendous gap?
- Will children with varied skills, abilities, and deficiencies find something of value in the show? For example, will poor readers, who need time and encouragement, get the help they need?
- Can teachers, long adjusted to other methods, open their doors and their minds to a new experiment?

You, as one of the experimenters, can provide the answers to these and other questions. We hope you will send your answers, along with your opinions, criticisms, and encouragements to the Children's Television Workshop. □

Youth in Trouble—II

Reading: Failure and Delinquency

WILLIAM C. KVARACEUS, *professor of education and sociology, Clark University, Worcester, Massachusetts.*

□ **Children who fail to learn to read and to achieve** academically experience school as a kind of public hell. Hell is what they have come to expect, for hell is all they have ever known in school.

To the failing child who must cope with a threatening classroom environment, delinquent behavior often serves as a defense or a device to maintain a measure of emotional comfort. It is no surprise that many poor readers and nonachievers take the dropout route, but it is surprising to note how many are able to hold on, persevere, and to graduate.

Recent data gathered by the American Institutes for Research reveal that 60 percent of male delinquents and 48 percent of female delinquents graduate from high school. When one considers the nonpromising academic profile of most norm violators, it is obvious that someone in school—teacher, counselor, administrator, remedial reading specialist, psychologist—must be playing an effective role in understanding and supporting these youngsters.

Generally, these delinquent youngsters develop an early interest in driving cars, having dates, staying out late, and leading their groups in social and physical activities, but they are singularly deficient in academic achievement and tend to develop negative attitudes toward school and those who supervise them. These traits are associated either as cause or as effect in the delinquency syndrome, depending on the case.

Frequently, forces that compel delinquency may also account for failure to learn. It is also true that failure and frustration in school can result in norm-violating aggressivity that may bring the youngster to the attention of official agencies—police departments and courts. Whatever the causal relationship, the poor reader and nonachiever must learn to cope with what may be an almost Dantesque school situation, in which he is forced to endure one ego-destroying year after another.

We shall consider a number of ego defenses that threatened youngsters employ in an effort to hold their own and to survive in school and that frequently evolve as delinquent or adjustive behavior. But, first, what are some of the statistics on delinquency and reading problems?

The 1970 White House Conference on Children pointed up youngsters' inability to read as a major educational problem. Recent data on the extent of the reading problem in the United States indicate that—

- One in seven elementary schoolchildren is sufficiently below grade level in reading to require special attention to keep up with his classmates; in the case of large-city elementary schools, the ratio is one in four.
- One in four 11-year-olds reads at or below the level of an average nine-year-old.

Approximately three out of four schools reporting pupils with reading problems provide some special reading instruction to assist these students.

Jumping to delinquency data: Between 75 and 85 percent of the youngsters who appear in juvenile courts and who find themselves in institutions and shelters are unable to read books and other material appropriate to their age and grade in school. A three-year prediction study (*Anxious Youth: Dynamics of Delinquency*, 1966) found that a significant number of junior high school youngsters who fall into the lowest reading group tend to be norm violators. Reading ability or disability, whether it be cause or effect, must be taken into account as a potential factor closely associated with the expression of delinquent behavior in youngsters.

Attention to the poorest readers at any grade level may enable a school to focus on a group of vulnerable youngsters who are already (or who will soon be) showing adjustive mechanisms that may get them in difficulty with authorities.

Generally speaking, school data on delinquents indicate that they are educationally bankrupt. Constant failure breeds frustration, and frustration can lead to aggression against self, against other persons, or against property.

What ego defenses and coping mechanisms are avail-able to the frustrated learner in his attempt to maintain himself in an unfriendly environment? We shall see how a good offense is very frequently his best defense.

Caught in a book-dependent system, the youngster who has difficulty reading can resort to the following devices: hostility, identification, displacement, projection, and denial. Or he can withdraw and run away. When he acts out these defenses through illegal norm violations, authorities classify him as a juvenile delinquent.

If he elects to take the hostility route, the failing and frustrated student often makes his teacher his special hate object. For example, in a study of delinquency that was carried out by 10 delinquents who interviewed 100 delinquents, the teacher rather than the policeman is given as the one "who hurt me the most" or "who I hate the most."

Many teachers learn to accept such hostility in an

impersonal way and to respond to it with help rather than with rejection. Such response may confuse the pupil who is more accustomed to a return of like for like or "an eye for an eye and a tooth for a tooth." But teacher acceptance of the hostile student may lay the groundwork for a fruitful relationship. If the teacher is not accepting and understanding, it is doubtful that he can help the youngster to learn or to improve his behavior.

The failing pupil may set up his defense via the identification process. With this technique, the frustrated and defeated learner who feels woefully inadequate as he faces his daily learning tasks may find strength and courage to live through his unrewarding hell by identifying with an older delinquent or a delinquent gang. On the other hand, he may find support by making a positive identification with a teacher or an ex-delinquent "who has made good." (This may explain the success of tutoring programs that use older students who had difficulty in learning to read or whose background is similar to that of their pupils.)

Unsuccessful pupils sometimes use displacement in their attempt to maintain some degree of emotional comfort in a threatening and unrewarding classroom environment. These students are often able to live out the school year by shifting their hostility from teachers, principals, and other school personnel with whom they have had anxiety-producing contacts to individuals in home and community who are not responsible for their anxiety.

Students resorting to displacement may indulge in personal insult and property damage to local citizens whose homes border the schoolyard. These youngsters may steal a purse, mug an unsuspecting old man, deface a building, throw a stone through a plate-glass window, or write obscenities on the sidewalk. Cold comfort though it may be to injured and justifiably irate citizens, this displacement process may offer some needed emotional relief to the students who engage in it.

Still other failing and frustrated learners may work out their emotional needs via projection. Not only do delinquents hate strongly but they carry a long roster of enemies. The pupil who is losing out often attributes the strong feelings of hostility and aggressivity he himself holds to the innocent victim of his aggression.

He may perceive school personnel, police, an achieving pupil, even his parent as the attacker and aggressor—the enemy. Usually, school personnel hold the highest rank in the unfriendly army. Hence, the delinquent may see himself as a martyr or even a savior working against the hostile and offensive power of the school establishment.

When interviewed about his school achievement and norm-violating behavior, many a delinquent tends to deny his lack of success, his aggressivity, and his attacking behavior. "Who? Me? Not *me*!" is a frequent denial of reality.

In an effort to control his superego and to allay feelings of guilt, he submerges the harsh truth via exaggerated fantasies. The pupil sees himself as the innocent victim of a school conspiracy to keep him captive—an unrewarded slave faced with every kind of preposterous academic task.

In reviewing the plight of the poor reader and non-achiever and his frantic attempts to maintain some emotional comfort in the threatening classroom environment via projection, displacement, identification, hostility, and fantasy, it becomes apparent that delinquency may enable some pupils to hold on and to graduate. However, if the understanding and the support of significant others in school (teacher, principal, counselor, remedial tutor) are missing, these mechanisms may only serve to compound the failing pupil's problem and to produce a standard school dropout. □

For Further Reading

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Telephone Conference

Would you like to discuss this article with the author? If so, send a postcard with your name and address, together with the words, *October phone call*, to Today's Education, 1201 16th St., N.W., Washington, DC 20036. We will then send you a card with the phone number at which you can reach Dr. Kvaraceus on Sunday, October 24, from 4 to 8 p.m., Eastern Daylight Time.

Elementary School Volunteers

FRANCIS W. KEEGAN, *principal, Thomas B. Pollard School; and* **JEAN ANN MacLEAN,** *research assistant in individualized learning techniques, Quincy (Massachusetts) Public Schools.*

□ **"The response of the children has been heartwarming.** I don't believe I shall ever forget them. As I told them, I carried them away in my heart," commented a senior citizen in the volunteer program at Thomas B. Pollard Elementary School in Quincy, Massachusetts.

Early in 1970, as members of the Pollard staff planned individualized learning programs for their 500 students, they realized that one part-time clerical aide could not meet the needs of the 17 teachers involved in developing and implementing these programs. Additional supportive personnel at no cost to the school system needed to be found.

The Pollard staff decided to enlist help from the residents of the Senior Citizens Housing Unit at 1000 Southern Artery, close neighbors of the school, by placing an ad in *The Fountain,* the housing development's own newspaper. Those who answered the ad spent a morning at Pollard escorted around by sixth graders. Then, depending on their interests and capabilities, some volunteers elected to do clerical work in the office and media center, while other senior citizens chose to assist children in the classroom and media center.

Those working with the children perform a variety of tasks. In one class, several children need to read orally on an individual basis. A member of a local senior citizens' organization—one who does not live at 1000 Southern Artery—works with these students. Several mornings a week, a delightful lady with a special love for young children shares her time with a class of first graders, listening to them read, checking their study sheets, and reading to them.

One of the most recent senior volunteers at Pollard, an author of children's books and poems, shared her stories with the kindergartners and related her experiences in writing and publishing books with the older children.

Not long after the program at Pollard got under way, teachers found a way to reciprocate. At a low-cost dinner program available to residents of 1000 Southern Artery, Mondays through Thursdays, eight Pollard teachers now help as volunteer waiters and waitresses one night a month.

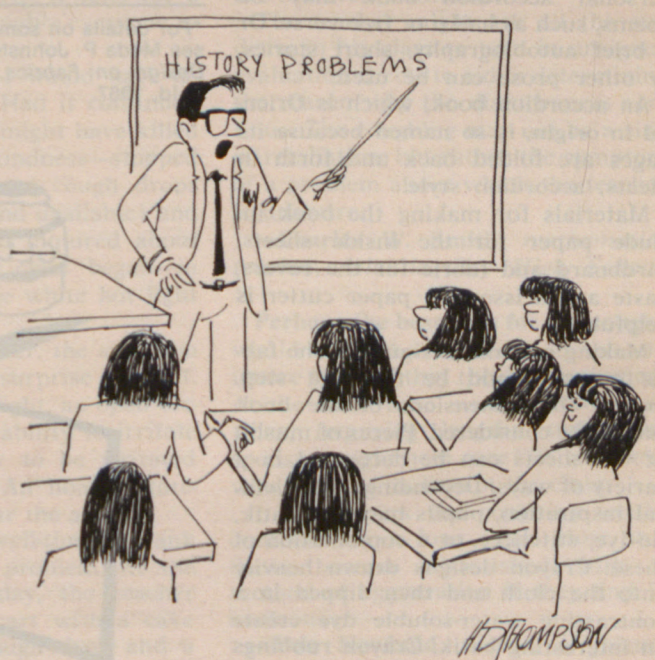
The volunteer program has been effective in meeting its original goal: to assist teachers and students in an individualized instruction program. At the same time, the program provides meaningful experiences for senior citizens, fostering the development of delightful friendships and mutual respect among senior citizens, children, and teachers.

The effectiveness of the project has prompted members of the Pollard staff to expand the volunteer program. During the fall of 1970, they asked parents to assist at school and gave them the opportunity to choose the type of help they wanted to give.

Then, in the spring of 1971, three young men from Cranwell School, a private boys' school in Lenox, Massachusetts, spent the last two months of their senior year at Pollard, working with individuals and small groups on skills development, play activities, a drama project, and a sports program. The three were selected on the basis of their high scholastic achievement and their potential for working effectively with young children.

Project HELP is the newest volunteer program at Pollard. Students from nearby Quincy Point Junior High School come to Pollard for two hours a week to Help in the Education of Little People. Junior high students work with kindergarten and primary youngsters, listening to them read, reading to them, and checking their learning activities.

Community involvement in the school is paying dividends at Pollard. The interaction of volunteers, students, and faculty is richly rewarding. □

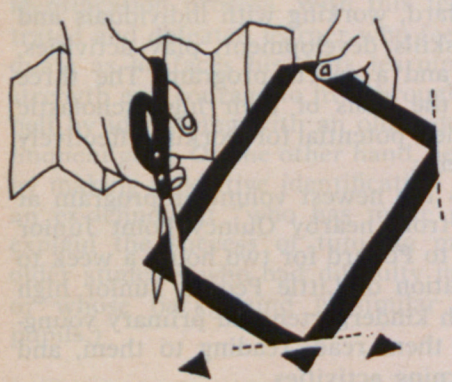


"Now girls—er boys—er folks."

LET'S BE CREATIVE: MAKING AN ACCORDION BOOK

This is the first in a series of articles on creative art and musical activities that elementary school teachers without special expertise can use with their pupils. The National Art Education Association and Music Educators National Conference, both NEA national affiliates, have cooperated in the preparation of this series.

Through the arts, the teacher can stimulate each pupil to discover and



explore his own personal potential. Making an accordion book and filling it with original writing can help a child become creative in two different fields.

The writing to include in each child's personal accordion book may be poems, such as haiku or free verse. Or a brief autobiography, short stories, or other prose can be used.

An accordion book, which is Oriental in origin, is so named because its pages are folded back and forth in pleats, accordion style.

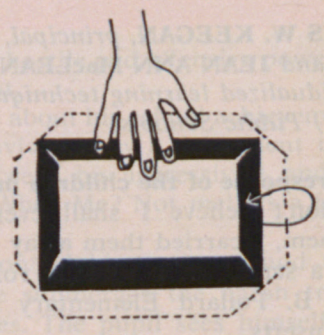
Materials for making the book include paper for the inside sheets, cardboard and fabric for the covers, paste and scissors. A paper cutter is helpful.

Making original designs for the fabric cover should be the first step, though the dimensions of the book need to be considered. Pieces of muslin or old sheets can be decorated in a variety of ways. Depending on individual inspiration, pupils may use batik, tie-dye, stitchery, or a combination of these. Crayon designs drawn heavily onto the cloth and then dipped in a contrasting water-soluble dye create an interesting batik. Crayon rubbings of objects, such as leaves, can be used for designing the cloth. Potato and carrot prints made an interesting all-over printed design.*

The next step in making the book is to form the pages by taking a long strip of paper and neatly folding it back and forth into accordion pleats of equal width. Strips about a yard long are desirable. Shelf paper is excellent for the pages, but shorter

paper can be used if an extra half-inch is allowed as an overlap on which to glue another strip for more length. Wide shelf paper first folded lengthwise down the center, then pleated, gives a nice double page. Newsprint is not suitable.

For each child, cut two pieces of cardboard the size of his pleated sheets. Scraps of cardboard boxes may be used, but chipboard is ideal.

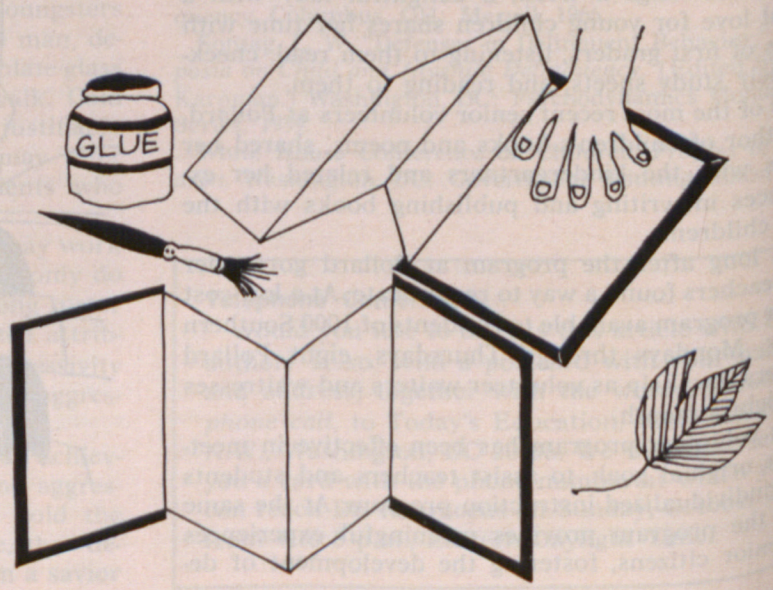


Next, cut the designed fabric ½ to ¾ inch wider on all sides than the cardboard so it can be folded over and glued to the inside of the cardboard.

The finished cover will look neater if the corners of the fabric are mitered. The easiest way to do this is simply to clip off each fabric corner just to the point of the cardboard. Then when the fabric is folded over it will not bunch in layers on the inside corners.

Rubber cement is an excellent adhesive for attaching the fabric to the cardboard. Take care not to use too much, and smooth the cloth carefully so you have a neat cover. Apply rubber cement to each of the extending fabric edges and around the inside edges of the cardboard. Let the surfaces dry for a moment before pressing together.

After completing both covers in this manner, attach the accordion pages



*For details on some of these techniques, see Meda P. Johnston and Glen Kaufman, *Design on Fabrics*. Van Nostrand Reinhold, 1967.

to the covers by gluing each end page to the inside of the cover. This becomes the inside cover lining. Writings, drawings, or prints can be done directly in the book, or they may be written on other paper and then pasted on the accordion pages. Have the children use both sides of the accordion pages, since the book can be read from either side. Each of the finished products should be unique, representing the creative efforts of individual pupils in art and composition.

—**Betty H. Tisinger,** *supervisor of art, Roanoke (Virginia) City Schools.*

CLASSROOM INCIDENT

This is another in a Journal *series presenting the handling of a troublesome classroom incident by a teacher and analyses by teachers or other consultants whose training and/or experience may enable them to contribute illuminating insights. This month we also present the reactions of a high school senior.*

I have been teaching for more than 10 years and have my master's degree in guidance. Over the years I have usually enjoyed good rapport with my seniors, but I now have a disciplinary problem which seems to defy solution. Let me explain.

Recently, two seniors in my English class started coughing and clearing their throats—loudly and often. At first, I paid little attention, but after a few days I decided they were deliberately trying to disrupt the class and get my goat. First one student would cough, then the other. In a moment, they would both clear their throats—sometimes in unison.

When I asked colleagues to observe these students, they reported no serious difficulty such as I was experiencing. I then talked with each student individually, asking him to please stop coughing. When both insisted they couldn't stop, I sent them to the principal's office, telling them to stay there until they either got medication or recovered.

The principal asked each student to bring a doctor's certificate. This they did. I then apologized, saying I was sorry I had misjudged their problem.

The students are back in my class, doing the same old thing. Perhaps I could ignore the coughing, even though I suspect the two were able to put something over on their family doctor. But, unfortunately, other students are also coughing and clearing their throats—in retaliation, I suppose.

If my pupils were dropping books or stamping their feet, I would be able to handle the situation. But this insidious disruptiveness has me stumped—particularly when all the coughing students insist their spells are genuine.

How would another experienced teacher handle this problem? I'm desperate for advice!

Consultant's Comments

My first reaction is to laugh. This is the kind of harassment usually given a new teacher (especially a pretty or handsome one) in a bid for attention. But the problem has serious overtones in that it has involved the principal and a doctor, and I imagine the students are beginning to realize its possibilities. Having become a federal case of sorts, it calls for a solution which will enable everyone to back out gracefully.

At the beginning, I would have ignored the problem. Had it continued with some malice, I might have killed the coughers with kindness—stopped the class dead, offered cough drops (the worst-tasting kind available) and drinks of water, and inquired about their health before class began—in short, given them the white hot light of publicity.

As it is now, however, the situation calls for tact and a surprise element. If the climate were right, an open discussion of students' ability to irritate and teachers' ability to be irritated might be in order. An honest statement would help clear the air.

Or, perhaps, a well-timed prank would alleviate the problem. At the first cough of the day, the teacher might wheel out a cart with a cake in the form of a cough drop and a large bottle of something to drink arranged as cough syrup.

Differences would be buried in the ensuing party; nobody would lose face and irritation would be sublimated. After that, the teacher should completely ignore any coughs in the classroom.

—**Sally Byrne,** *chairman, English Department, Milford (New Hampshire) Area School.*

The first question which comes to mind is this: Does the teacher counsel as well as teach the two students in question? If so, why didn't he hold a conference with their parents before taking the matter to the principal? This action might have solved the problem before it reached such an embarrassing stage.

If the teacher does not have this dual role, his first contact should have been with the Guidance Department. In my opinion, he went too high in the chain of command by going to the principal. Also, I can't understand why the teacher apologized when he was well aware that his students were trying to put something over on him. (Can't anybody get a doctor's excuse without too much difficulty?) Alternative actions for coping with the problem, such as sending the students to detentions or to the school nurse, are not even mentioned.

The teacher might ask all the students in his class to turn in unsigned evaluation sheets to aid in determining the reason why the disturbances continue. The coughing may not be a sign of retaliation, but rather the symptom of a problem about which the teacher is unaware.

—**Charles W. Smith,** *mathematics teacher, Atlantic City High School.*

Perhaps the best cure for the coughs would be for the teacher to completely ignore the fact that they're continuing. At the same time, well-directed questions, requiring lengthy verbal responses, might help cure "ill" students who attempt to disrupt the class.

I don't think the coughing would continue for a long time. Most students become dissatisfied with a method of aggravation if they find it ineffective.

—**Dan Newbold,** *senior, Highland High School, Salt Lake City.*

LOCAL ASSOCIATION OF THE MONTH: NEWPORT NEWS EDUCATION ASSOCIATION

□ **"What is NNEA?" When an NEA** evaluation team (which came by invitation) directed this question to community leaders four years ago, many could not answer it. Shocked by this finding, NNEA members realized we were at a crossroad. Under the direction of Edwin Wilson, our president in 1967, we established new goals: our own office, full-time secretaries, formal recognition, and a full-time executive director.

These goals are a reality today because of determined, energetic leadership by dedicated educators. A dues increase enabled us to obtain and staff an office. After NNEA incorporated, Mr. Wilson requested formal recognition and negotiations from the school board.

The city attorney ruled that according to state law the school board could not enter into formal negotiations, but we held informal discussions which produced a substantial salary increase, personal leave, planning periods for elementary teachers, and additional resource personnel.

In 1970, we continued informal discussions because a concerted state effort for passage of a professional negotiations bill had failed. Although these discussions resulted in only minimal benefits, the teachers ratified the package.

A major obstacle in negotiations was the uneasy feeling teachers had about pressuring board members—their employers. The NNEA leadership felt the only remedy lay in having an executive director who would represent us at board meetings. A committee was set up to study the possibility of raising dues so we could hire one.

Our 1970 president, Michael Lambiotte, organized a task force to go out to the schools and to explain and answer questions about this matter. When we took a vote, the membership accepted the committee's recommendation to increase dues from $12.50 to $33.50 (½ of 1 percent of what was then the beginning salary) in order to hire an executive director and increase our office staff.

In our search for an executive director, we felt it advisable to hire someone outside the local school system who could view our situation objectively. Accordingly, our ultimate choice for the position was Marvin Liberson of the Livonia (Michigan) Education Association. Mr. Liberson came when we were beginning the negotiations in November 1970.

The comprehensive NNEA package presented to the school board's negotiating team amounted to some 56 pages (about 50 pages longer than the one of the year before) and was written in legal language. The board's team stated that some of our requests were illegal and must be withdrawn before discussions could begin.

Because the board's team refused to say which items were illegal, there were no negotiations for two months. In response, our delegate assembly sent a letter requesting help from members of the city council. The assembly also urged the school board to reenter discussions. At a well-attended meeting, the school board directed that discussions begin. The news media gave full coverage to all of this.

At the conclusion of negotiations, however, the school board team had still refused to discuss key items. The NNEA board then presented the package to the teachers with the recommendation that the proposals be rejected.

Copies of the proposed contract, along with NNEA's recommendation, were sent to all educators—nonmembers as well as members. We felt involvement of nonmembers was important so the board would see what we hoped and expected would be an overall rejection by the entire staff of the school system.

The teachers rejected the first proposal by a vote of 1,130 to 297. (The votes were color-keyed so that we could tell if there was a difference in how members and nonmembers voted. Had there been, we would, of course, have accepted the decision of our members.)

In the second round of negotiations, we succeeded in reaching a signed recognition agreement (Resolution of Intent) as well as negotiations and grievance procedures.

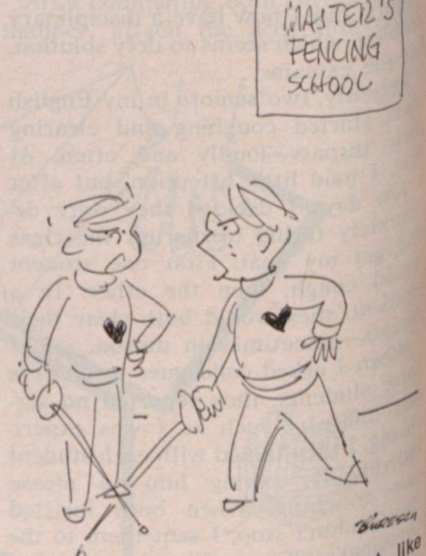
The NNEA board of directors recommended acceptance of the second proposed agreement, which was ratified by a vote of approximately 1,10 to 67. Our directors felt that the tw votes clearly showed, both to th school board and the community, tha NNEA was indeed speaking for th educators of Newport News.

Our association did not rest on the achievement of its previous goals however. Instead, we promptly moved forward to become the second local association in Virginia to unify. The subject of unification had come up during the campaign to hire an executive director, so when we held a referendum our members knew about unification and voted for it.

In looking to the future, NNEA envisions strong participation in political action at the local level. Moreover we will continue to strive for passage of a professional educational practices act and a professional negotiations law at the state level.

By building on foundations laid by its early leaders, our association has arrived as an organization of action After recognizing a need, the NNEA establishes goals and begins to work for their attainment. Hence, the community is becoming aware of the important role our association plays. NNEA is unknown no longer.

—Betty Joy DeHoff, *NNEA president; first grade teacher, Newsome Park School, Newport News, Virginia.*



"I hate this sort of thing, too, but, like yourself, it's one of those things my parents were deprived of as children."

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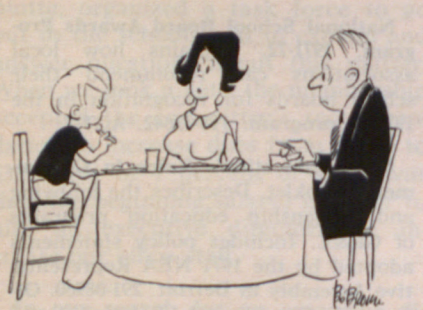

"By the way, your names came up during a discussion in sex education class today."

☐ **Last month's "Interaction Briefs"** suggested that one way of teaching children to become more accepting and encouraging with each other is to hold microlabs in the classroom in which personal thoughts and feelings are openly shared. This month's column presents additional activities to foster sharing and caring in the classroom.

Ordinarily you will want to participate along with the pupils, being open yourself in order to serve as a model for pupil behavior. Accept pupil feeling by saying, "I guess you feel pretty angry about that," rather than, "I don't see why you're so angry!" and, similarly, "What can we do to help you?" rather than, "If you feel left out, it's your own fault, because you're always picking on everyone." Acceptance encourages honest expression of feelings, while judgment will close off this sharing, and it's the sharing that brings about the caring.

The following activities may be carried out with the entire class, but small groups give more people a chance to talk after each activity has been completed.

1. *The Paper Bag Self:* Have enough paper bags for everyone, plus glue, Scotch Tape, scissors, plenty of magazines, colored paper, and crayons. Ask class members to spend about 40 minutes putting on the outside of their paper bags, those words, pictures, phrases, colors, or whatever that they think illustrate obvious things about themselves and/or things they would like people to know about them; and on the inside of the bag, what they think people don't realize about them and/or what they might not want known. Be sure to say that in the discussion following the making of the bags, whatever is inside can be kept private. The class can save the bags and refer to them in other discussion periods, for every now and then someone may want to bring something out of his bag.

2. *An Advertising Brochure:* Give each youngster a large piece of colored paper and instruct him to make a brochure advertising himself to the group. They can use cutouts from magazines in addition to personal statements.

3. *Sentence Completions:* Class members can write sentence endings and then share them, or take turns completing them aloud.

a. I feel happy (hurt, sad, angry, shy, mad, upset) when _____

b. People like me (don't like me) when _____

c. A thing about me that I'd like to change (keep the same) is_____

d. When I'm scolded (praised) I _____

e. I'd like to tell my teacher (mother, friend) that _____

f. If I could be someone else, I'd be _____

g. When I come into the school building (this class, my house) I feel _____

h. If I could change one thing in this school (my life, this class, my family) it would be _____

i. When I lose an argument (a game) I feel _____

j. When it's time for math (any subject) I feel _____

k. I feel like yelling (smiling, crying, hitting) when _____

4. *Analogies:* Tell what kind of car the people in your group remind you of. (You can also say what kind of car you see yourself as.) Do the same thing with foods, flowers, and animals.

5. *Nonverbal Activities:* These are useful with all ages, but some are particularly suitable for younger, less verbal, children.

a. Pick someone you like and show him that you like him.

b. Show us with your body that you feel happy, sad, or angry.

c. Show how you can make someone who is sad feel better.

d. Take turns standing in the center and have other class members who care to come up and show good feelings (by handshakes, hugs, a pat on the back, and so on).

e. Close your eyes, hug yourself, and tell yourself something good about yourself.

These activities can easily lead to regularly scheduled meetings—either with the whole class or in small group sessions. Meetings may be opened with statements like, "Does anyone have anything to discuss today?" "Are there any problems we need to talk about?" or "Do you want to tell us,

Joe, how you feel about what happened before?" or "I think it might be good for us to discuss what happened earlier today." Free and open discussions about concerns, problems, worries, and successes help people open up to one another and care more about each other, which is the purpose of bringing these kinds of activities into the classroom.

—**Elizabeth Hunter,** *associate professor of education, Hunter College, City University of New York.*

Suggestions for additional activities may be found in Human Teaching for Human Learning *by George I. Brown. Viking.* A Handbook of Structured Experiences for Human Relations Training, *Vols. 1, 2, 3 by J. W. Pfeiffer and John Jones. University Associates Press, Iowa City, P.O. Box 615.*

IDEA EXCHANGE

Today's Education *invites NEA members to submit items for possible use in "Idea Exchange." Contributions must not have appeared previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and ZIP Code.)*

Group Testing

Other teachers might be interested in a technique I use successfully.

Break a class up into small groups, preferably between five and eight students per group. Give a prepared test full of questions that will provoke thought and discussion. Ask group members to discuss each question thoroughly and then individually, on their own papers, write down the answers that they feel are correct.

I found that the students scored higher with this method. The lowest score was in the 70's, and there were many with "perfect" papers. And I feel that they learned during the testing experience, too. They actively discussed each question and had many disagreements. They used what they had read and studied to back up their arguments. Some went along with the group when they wrote their answers; other students stuck to their original ideas.

The students asked me when we would test this way again—obviously they liked the idea. With occasional group tests, they can share what they have learned with each other and learn how to work together on a common goal.

—David Keck, *social studies teacher, Athens (Ohio) High School.*

Teaching Names

When I was a first grade teacher, I cut out a variety of children's pictures from mail-order catalogs. On the first day of school I selected pictures resembling each one of my pupils and put them on a bulletin board. Under each picture I put the name of the child. Some days I grouped together the pictures of children whose names began with the same sound.

The children were always very enthusiastic over the pictures and quickly learned the names of their classmates, as well as beginning sounds.

—Lois S. Poff, *fifth grade teacher, Bent Mountain (Virginia) School.*

Self-Imposed Spelling Goals

At the beginning of each week, my pupils decide for themselves what spelling words—and how many—they will learn for the week. A child who has a hard time learning many words can select only as many as he feels he can learn in that length of time. This puts the responsibility for learning the words on the child.

—Arlene Judson, *third grade teacher, North Marion Elementary School, Aurora, Oregon.*

For New Pupils

When a new pupil enters some time after the opening of school, I give him an envelope labeled *For the New Student.* I tell him that he can take it home and keep it for a few days. In the envelope are a letter of welcome from me, an invitation to the parents to visit our school, a daily schedule, and copies of all important notices or bulletins that have already been handed out. When the child returns the envelope, I replace any dog-eared sheets and keep the envelope in readi-

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—Frances Stall, *fourth grade teacher, Eagle (Nebraska) Elementary School.*

Building Vocabulary

In the quarter of composition that I teach in our four-part English program for sophomores, the students make their own vocabulary list.

At the outset of the quarter, each student submits a mounted newspaper article that contains a word he did not know. He underlines the word and writes its definition below the article.

We discuss the practicality of the press vocabulary and the likelihood that one sophomore would not know a word unfamiliar to another. As a class, we cull out those few words that by consensus are "too easy" and those that I believe are too specialized.

A committee then prepares an alphabetical list of the words with the name of the contributor after each word. I reproduce the list and distribute it to the class.

Each person is the authority on his own word. The relevant clipping is displayed on the bulletin board when that word is studied.

The students' approach to this list is positive, probably because it isn't "her old list" but their own.

—Ruth E. Stout, *teacher of English, Brawley (California) Union High School.*

Paste Containers

I collected 30 small plastic vials (the kind that pharmacies dispense pills in), filled them with paste, and passed them out to the children. I no longer have to spend time giving out and cleaning up messy paste.

—Dorothy M. Peterson, *first grade teacher, Winston Elementary School, Lakeland, Florida.*

Rainy Day Tip

I keep a pile of old newspapers on hand in my room. On rainy or snowy days, each child folds one of these to make a "rug" to keep his locker clean and dry. At the end of the day when overshoes go on, the children can throw their rugs away.

—Inez M. Warren, *second grade teacher, Le Claire District 7, Edwardsville, Illinois.*

ROLES . . . (*Continued from page 21*)

Being friendly with a person reinforces his role as a successful human being. When a person feels he's accepted and worthwhile in another's eyes, effective communication begins to take place and constructive things begin to happen.

Industry has known this ever since it found out people were changing—about the end of World War II. To make more money, industry replaced the hard sell with the soft sell. It began to tell a prospective customer, "We care about you. We think you're a good person and we want to help you become a better one."

Schools haven't yet learned this lesson. That's what they have to work toward; that's what I'm trying to help teachers do.

Teachers can become effectively involved with kids in a number of ways. A structured, well-planned class meeting each day is a good starter. I'm not talking about the ordinary class discussion. I'm talking about a meeting keyed to behaving in thoughtful, socially responsible ways. I'm talking about a meeting in which logical, orderly thinking takes priority. I'm talking about a meeting which involves everyone in the room—one in which kids learn to care for and respect each other and where meaningful participation takes precedence over the teacher's "right answer."

I'm concerned about bringing relevance, thinking, and involvement into the school by helping teachers learn to care for and become friends with the kids with whom they work. Our society needs successful, achieving people. We can develop such people only if we concern ourselves with the children with whom we work, letting them know that we like them as individuals—as people—that we do feel their humanity is of primary importance, that we want to know them as friends, and that we want to work with them to help all of us grow toward our maximum potential as human beings.

If we make this change, learning can become a joyful and exciting experience, both for the children and those of us responsible for working with them. □

BIOLOGICAL CLOCKS (*Continued from page 42*)

and darkness on the neuroendocrine system may begin to explain how birds and other animals know when to migrate and why man may really "feel" different as the seasons change. A researcher captured migrating male juncos in Canada as they headed south. He held them in outdoor aviaries in the zero cold, but at sunset he turned on a few electric light bulbs for a few minutes longer each day. By mid-December the birds were singing the mating calls of their species and their testes had fully developed. When released in midwinter in Canada, the birds headed north instead of south. The color of light may be physiologically important. Two researchers in Japan painted the heads of male Japanese quail with a radioluminous paint. The inorganic paint, excited by radiation from its tritium binder, either emitted orange or green light. The painted quail and unpainted control birds were kept in continuous light, which had the effect of increasing their testicular size. Testicular activity in the control birds decreased when they were returned to a routine alternation of light and darkness. However, the birds with orange light on their heads maintained their testicular size for two weeks on a "regular" light-dark alternation. Birds with green light on their heads showed a tremendous reduction in testicular activity and size, indicating that the neuroendocrine system must be color sensitive.

In the detailed fabric of our existence, our days and nights, our times of trouble or confusion, our hours of strength and clarity may be biased by a complicating intermeshing of biological time cycles. As the hours go round, we perform a complex series of cycles internally, a progression of changes that alter our performance, our senses, the way we metabolize food, the symptoms of our illnesses, our vulnerability to stress or disease, and even some of the subtle displays of vitality and idiosyncrasy we fondly know as personality.

Amidst efforts to alter time structure to suit the convenience of socio-industrial activity, there remains a possibility that the earth silently guides our rhythms by means we have not begun to study. There do not seem to be closed systems in nature. For this reason, some scientists express mild skepticism as man attempts to escape from the cycles of day and night, the periodicities of sun and moon and seasons, periodicities visible or invisible, that keep us in harmony with the earth of which we are a part. □

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AFTER ALL

Journal editors invited the NEA Office of Government Relations and Citizenship to use this month's "After All" page to discuss proposed new guidelines for improving citizenship education to aid young voters.

□ **Webster defines citizenship as "the** quality of an individual's response to membership in a community." We like that word *quality*.

When the 26th Amendment to the United States Constitution was ratified by the states on June 30, we rejoiced, as did NEA people all over the country (including members of Student NEA and Future Teachers of America), who had worked toward this goal for three years. Last year (and again this year), the NEA Representative Assembly responded to the fact that 18- to 20-year-olds were winning the franchise by changing the thrust of its Resolution on Voting at 18 to urging special efforts for registering the new voters.

The Resolution refers to the quantity, not the quality, of young voters. But we think the delegates this year had quality in mind when they adopted a motion calling on the NEA president to appoint a task force "which shall study, plan, field test, and recommend a revision of citizenship education curricula. . . ." The task force will include "appropriate representation from the profession, parents, and *students*." (The italics are ours.)

Now that the Constitution and the Court endorse our product, so to speak, we think educators should make sure that young people follow through by registering and voting and by maintaining and improving the quality of their response as citizens.

With this in mind, the NEA Citizenship Committee has adopted some general guidelines for citizenship education. They may sound idealistic, but they are basically practical and offer food for thought to teachers of any subject at any level. We present them to you here:

- The school itself, as an institution, should be a model of participatory democracy, with deliberate and honest involvement of teachers and students in policy decisions within the school.
- Wherever possible, a mechanism for voter registration should be available in the secondary schools, with suitable preparation for voting provided during regular class time.
- Civic education curriculums should give students practical preparation for working within the political system as a part of the democratic process. Faculty-student committees should examine existing courses and recommend needed changes.
- Opportunity should be offered for school-sponsored, extracurricular activities, such as Young Democrats, Young Republicans, or political affairs clubs.
- Candidate forums, presentations on issues by elected officials or other political figures, and other activities, jointly planned by teachers, students, and school administrators, should be sponsored in an effort to make education for citizenship real to the student.

Prompted by letters it has received, the Citizenship Committee concluded the guidelines with the following statement:

"Some have expressed concern that the advent of youth franchise will make the high schools a center for campaign activity. Abdication of leadership by those in charge of the public schools could indeed make this a real concern. However, if school personnel exercise the same intelligent, judicious, and democratic leadership which paved the way for lowering the voting age, students will be prepared for informed and constructive involvement in democracy in both school and community."

In other words, campaign activity can be a learning experience. We don't think school people need to be afraid of being overrun by politicians, demogogues, or anybody else. Why not plan jointly for some really meaningful experiences in political theory and practice, using the available resources, rather than having the resources "use" the schools?

A letter from a prestigious agency of the federal government underlines the timeliness of NEA's action in establishing a task force to look at how we prepare students for full citizenship. It began like this:

"In response to a Congressional request, we are making a study of possible legislation to establish a large-scale Federal program for promotion of education in citizenship. The program would emphasize United States history, constitutional government, traditions, and goals."

So far so good. But a bit further on, the letter continued: "Several draft bills are under consideration—for example, a bill requiring that all schools receiving Federal financial assistance offer compulsory courses in citizenship education to meet standards prescribed in the Federal law. . . ."

The answer of the National Education Association was concise and immediate. The nub of the reply read: "It is not the prerogative or function of the Federal government to establish a curriculum for the schools."

A second proposal in the same letter suggested a program which "might include, as one part, the use of news media for factual news presentation concerning U.S. Government activities and for contradiction of propaganda deemed by the Attorney General to be detrimental to the best interests of our constitutional form of government in the United States. The program might also include establishment of a new Federal agency for this purpose."

Frankly, this scares us as Orwellian. But we think teachers are in a unique position to counteract the thought control proposed, as part of educating young citizens for a free society. We don't believe in brainwashing by anybody, especially ourselves, in the usual sense of the word. (However, if brainwashing can be translated to mean trying to teach people to recognize and clear away those elements that are deterrents to free, clear, innovative and independent thought, we'll plead guilty.)

The 1971 NEA Representative Assembly deserves congratulations for making revision of citizenship curriculum its professional responsibility. We think, though, that the new task force will need all the help it can get. We hope they get it from teachers across the country who are doing new, imaginative, exciting things to ensure the quality of an individual's response to membership in a community. □

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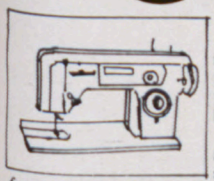

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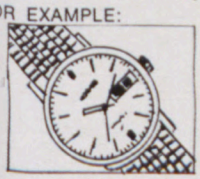

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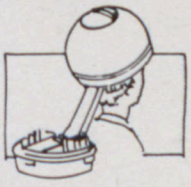

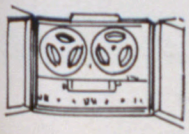

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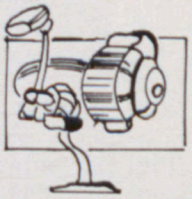

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